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ABSTRACT

This document contains a report of the Guidance and Counselling Services Review, a project undertaken to evaluate classroom guidance, personal counseling, and career development services in the Edmonton public schools. It contains descriptions of guidance and counseling activities in Edmonton schools, Alberta Education initiatives, and the design of the review. Results are summarized under sections representing major sources of information for the review: (1) questionnaire results from principals, teachers, counselors, students, and parents in 30 elementary, 12 junior high, and 6 senior high schools; (2) results of on-site visits to 9 elementary, 4 junior high, and 4 senior high schools; (3) interviews with community services and post- secondary educational institution personnel; and (4) interviews with district personnel. Also included are sections on guidance and counseling services for students, teachers, and parents; principals', teachers', and counselors' perceptions regarding responsibility for guidance and counseling services in the school; suggestions for improvements, and improvements currently being implemented. More than 100 pages of appendices contain information on major questions addressed in the review, advisory committee members and on-site observation team members, statistical tables from questionnaire results, and a report on Operation Aware. The last half of the document contains the 18 survey forms used in the evaluation which may be adapted for local use. (NB)

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Guidance and Counselling Program Review 1985 - 1986

Detailed Report

Edmonton Public School District No. 7

CG 019792

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GUIDANCE AND COUNSELLING SERVICES REVIEW:

1985-86 DETAILED REPORT

- by -

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Under Contract to Alberta Education
EDMONTON, Alberta
August, 1986

PLEASE NOTE

The views and recommendations expressed in this
report are those of the researchers and not necessarily
those of the Department of Education.

PROJECT SUMMARY

Problem Areas Examined: The major purposes of the Guidance and Counselling Services Review were: to assess the appropriateness of the intended results; determine the extent to which the intended results of the service are being achieved; determine the effectiveness of service implementation; identify any areas of the service which are in need of improvement or are highly successful; and, recommend any needed improvements. All three components of guidance and counselling -- classroom guidance, personal counselling, career development -- were included in the evaluation.

Design of the Project: An advisory committee consisting of representatives from Alberta Education, the University of Alberta, school staff, central services staff, and parents provided advice and assistance on the questions to be addressed in the evaluation, the data collection instruments to be used, and the evaluation design. The major sources of data used in the review were: questionnaires completed by a sample of principals, teachers, counsellors, students and parents in 30 elementary, 12 junior high and 6 senior high schools; interviews and observations conducted in 9 elementary, 4 junior high and 4 senior high schools by a team of internal and external personnel; interviews with district personnel; interviews with representatives of related community services and local post-secondary educational institutions; and analysis of district and provincial documents related to guidance and counselling services.

Major Findings or Outcomes: Edmonton Public Schools' guidance, counselling and career development outcomes for elementary, junior and senior high were considered appropriate and were generally perceived as being achieved to a moderate or greater extent. Satisfaction with guidance and counselling services was highest at the senior high level and lowest at the junior high level. The trend was for objectives related to the affective development of students to be perceived as being achieved to the greatest extent at all three school levels. At elementary and junior high, objectives related to career development were perceived as achieved to the least extent. A lack of awareness of guidance and counselling roles, responsibilities and services was observed to some extent among teachers, students and parents. There was a general perception that guidance and counselling services to assist teachers to help students, should be improved.

Recommendations or Implications: Guidance and counselling services at the school level should be more clearly defined. There should be better communication to parents and students regarding these services. District guidance and counselling staff should provide advice and assistance to school staffs in defining and implementing these services. District and school level guidance and counselling services should provide more assistance to teachers. Junior high school staffs need to increase the accessibility of guidance and counselling services to students. There is a need to develop more ways of relating career education to the curriculum in different subject areas.

August 5, 1986

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A. INTRODUCTION

The major purposes of the Guidance and Counselling Services Review, were to: assess the appropriateness of the intended results; determine the extent to which the intended results of the service are being achieved; determine the effectiveness of service implementation; identify any areas of the service which are in need of improvement or are highly successful; and, recommend any needed improvements. All three components of guidance and counselling -- classroom guidance, personal counselling, career development -- were included in the evaluation. The major questions addressed in the review are contained in Appendix A.

B. DESCRIPTION OF GUIDANCE AND COUNSELLING SERVICES IN EDMONTON PUBLIC SCHOOLS

Guidance, Counselling and Career Development Services in Edmonton Public Schools are a combination of activities provided in each school to assist every student to live and learn effectively in the school, and to grow, develop and become as fully assured and capable a person as possible.

The three components -- guidance, counselling and career development -- even though closely related, are treated separately on the basis of the assumptions and intentions associated with each.

1. Definition of Guidance

Guidance consists of instruction in the areas of personal, social, educational, and career development. It rests on the ideas that learning is basic to individual growth and development and that all students should have opportunity to acquire knowledge, skills and attitudes for gaining understanding of themselves and others, for obtaining and using information, for planning, making decisions and reaching goals. Planned, structured, deliberately organized guidance will take place in a variety of settings using the expertise and talent of teachers, designated counsellors, students' peers, administrators, and resource people from the community.

Guidance Outcomes:

a. Students can realistically identify and appraise their own strengths and limitations.

b. Students know how to raise their own self-esteem, develop a confident and optimistic view of self, and maintain a positive and consistent sense of identity.

c. Students have practised skills they can apply to developing and maintaining effective relationships with peers and adults in and out of school.

d. Students have practised decision making and problem solving skills they can apply to their own situations.

e. Students know effective learning strategies and study skills they can use to improve their levels of achievement.

f. Students have acquired knowledge and practised strategies they can use to choose and develop careers.

2. Definition of Counselling

School counselling rests on the assumption that anyone from time to time may experience a problem, concern or difficulty that can interfere with effective functioning and progress in school, or stand as an obstacle to personal development and satisfactory goal attainment. School counselling assists students to examine a particular educational or career-planning issue or personal or social concern, to see it in different ways, to clearly define the problem, discover alternative solutions, explore possible consequences, and decide upon a course of action. Such counselling deals with relatively transitory issues and is of short duration, and seeks to have the student learn ways of handling personal concerns that he or she can apply to future situations. School counselling requires sensitivity, skill and the knowledge of when to refer to more specialized resources beyond the school for problems of a more serious nature.

Counselling Outcomes:

a. Students know when and how to obtain counselling assistance.

b. Students receive effective assistance in resolving personal problems.

c. Students demonstrate increasing self-help capabilities by effectively defining and resolving their own problem situations, and anticipating and minimizing the occurence of difficulties.

3. Definition of Career Development

Career Development activities may occur in either or both of guidance or counselling. Students learn that career development is a life-long process of choosing career paths and roles in life by identifying their own characteristics, needs and interests and matching them with the occupational and leisure demands and opportunities in their lives. Guidance activities typically explore the nature of personal interests and how to compile information about one's own characteristics, how to explore occupations, how to identify and use sources of information about careers and post-secondary education, and how to go about planning a course of action leading in a career direction. Counselling in career development is intended to assist the individual student to clear up ambiguity and resolve uncertainty about personal strengths, limitations and directions to pursue. Career development involves the efforts of both the school staff and a variety of resource people in the community, especially the work community.

Career Development Outcomes:

a. Every student on graduating from school can specify a definite direction of personal movement toward a career or cluster of life roles.

b. Every student knows what the immediate next steps following school are to progress in the indicated career direction.

c. Students are aware of the process of career development, and of the skills needed to achieve career choices.

d. Students have practiced appraisal of their personal capabilities, strengths and limitations.

e. Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.

4. Board Policy

Edmonton Public Schools policy on Guidance and Counselling Services, which was approved May 9, 1985 by the Board of Trustees, states:

"The District will provide Guidance and Counselling Services for all students at all levels of schooling in order to support and facilitate achievement of the following results:

a. Students demonstrate respect, care and consideration for themselves and others;
b. Students participate positively and actively in learning activities; and,
c. Students acquire knowledge, skills and attitudes needed to help them lead productive, satisfying lives."

C. ALBERTA EDUCATION INITIATIVES

Recently Alberta Education has undertaken a variety of initiatives in the area of guidance and counselling. Those which have been completed and made available to Alberta schools include the following: policy, procedures and guidelines for guidance and counselling services in Alberta schools; policy, procedures and guidelines for career development services in Alberta schools; a brochure distributed to schools and homes entitled - Guidance and Counselling in Alberta (1986); a report on Computerized Career Information Systems - executive summary distributed to all high school principals; Elementary Health Curriculum (includes sections on self-concept and career awareness).

Recent initiatives which are still in progress include the following: Canada Career Week materials (for all grades); Job Search Guide (distributed to all schools grades 9-12); Counselling the Hearing Impaired (grades 9-12); Career Counselling the Hearing Impaired (grades 9-12);

junior high Health Curriculum (self-esteem, career development, self-development); CALM Curriculum (senior high - life skills, counselling and guidance principles).

D. DESIGN OF THE GUIDANCE AND COUNSELLING SERVICES REVIEW

1. Introduction

The following major sources of data were used in the Guidance and Counselling Review: (1) perceptual data from questionnaires completed by a sample of principals, classroom teachers, counsellors, students, and parents in 30 elementary, 12 junior high and 6 senior high schools; (2) on-site visits to 9 elementary, 4 junior high and 4 senior high schools to conduct interviews with teachers, students, counsellors, and principals; (3) interviews with district personnel (staff in Bureau Services, CAPE and Central Services); (4) interviews with representatives of related community services and local post-secondary educational institutions; and (5) analysis of district and provincial documents related to Guidance and Counselling Services.

2. Planning

An advisory committee consisting of representatives from Alberta Education, the University of Alberta, Alberta School Trustee's Association, school staff, Central Services staff, and parents provided advice and assistance on the questions to be addressed in the evaluation, the data collection instruments to be used, and the evaluation design. A team of personnel with guidance and counselling expertise was established to conduct the on-site observations and interviews in schools. The team was composed of the District Guidance and Counselling Services consultant, two school counsellors and the Supervisor Pupil Services, County of Strathcona (names of advisory committee members and on-site observation team members are attached in Appendix B).

3. Development and Administration of Questionnaires

Survey questionnaires and interview protocols were developed on the basis of the major review questions and concerns identified in the design. The questionnaires were field-tested with students, staff and parents in one elementary-junior high and one senior high school. Questionnaires were completed by principals, regular classroom teachers, counsellors, students and parents in a sample of 30 elementary, 12 junior high and 6 senior high schools. For each elementary school selected for the sample, questionnaires were completed by the principal, two teachers, the counsellor (if the school had a designated counsellor), students in one grade 5 class and their parents. For each junior high school sampled, questionnaires were completed by the principal, three teachers, the counsellor, students in two grade 8 classes and their parents. At senior high the principal, four teachers, one counsellor, students in two grade 10 and two grade 12 classes and their parents were sampled.

A summary of returns by respondent groups is displayed in Table 1.

Table 1

Questionnaire Response Rates

Respondent Group	**Number Sent Out**	**Number Returned**	**% Returned**
Elementary			
Principal	30	28	93
Teacher	60	52	87
Counsellor	25	18	72
Student	630	630	100
Parent	630	205	33
Junior High			
Principal	12	11	92
Teacher	36	26	72
Counsellor	10	9	90
Student	532	532	100
Parent	532	151	28
Senior High			
Principal	6	6	100
Teacher	28	27	96
Counsellor	6	6	100
Student	565	565	100
Parent	522	136	26

4. On-Site Observations and Interviews

Members of the on-site observation team visited 9 elementary, 4 junior high and 4 senior high schools. The team members spent 2-3 days in each school, interviewing principals, teachers, counsellors and students, and making observations regarding the nature of guidance and counselling services in the school.

The purpose of the on-site visits was to give guidance and counselling "experts" an opportunity to gather additional information which could not be obtained through a questionnaire survey and gather information which would be useful in the formulation of recommendations.

To help focus the observations of the team members and to ensure that a consistent approach to the on-site visits would be used, the team members were asked to complete a questionnaire consisting of structured (rating scale) and open-ended questions for each of the schools they visited.

When the on-site observers responded to the questions which were asked of other respondent groups in the questionnaire survey, all the responses are included together in one table. However, the reader is cautioned that only very general comparisons of the responses of the on-site observers and other respondent groups should be made since they visited only a small number of schools and had a perspective different from that of the other respondents. It was not intended that the responses of the on-site observers serve as a perception check for the other respondents.

Interviews With District Personnel

Interviews were conducted with staff from Bureau Services, CAPE and Central Services concerning the function of Guidance and Counselling Services, the effectiveness of its operation and the integration and articulation of guidance and counselling with their own respective operations. A total of 9 people were interviewed.

Interviews With Representatives From Community Agencies

Interviews were conducted with representatives of community agencies providing services which complement or supplement district career development services. Representatives from the following agencies were interviewed: Employment and Immigration Canada, Career Services - Manpower, the Chamber of Commerce, the Society for the Promotion and Advancement of Career Education, NAIT, University of Alberta, and Grant MacEwan Community College.

SUMMARY OF RESULTS

E. QUESTIONNAIRE RESULTS

The highlights of responses are presented in narrative form. Accompanying statistical tables in Appendix C show the exact form of the question and detailed response percentages. The responses of the parent group should be interpreted with caution because of the low response rate (26 - 33%) for this group. More than 100 parents telephoned to say they did not know enough about guidance and counselling services to respond to the questionnaire or that their child had not used the service with the result that they did not think they could respond in a knowledgeable manner. Other parents found the questionnaire too long and complex to respond to.

NOTE: For the majority of questionnaire items, respondents were asked to select the appropriate number on a 5-point scale from 1 "to a small extent" to 5 "to a great extent". For purposes of reporting the results, 3 is considered to be "a moderate extent" and the percentage of respondents selecting 3, 4 or 5 on the scale is often combined. When a different response scale was used for a question it will be noted.

1. Achievement of Intended Results

a. Guidance Outcomes

From 66 to 100% of elementary school principals, teachers, parents, and counsellors stated that each of the following guidance outcomes is being achieved to a moderate or greater extent: "students understand their own strengths and limitations"; "students know how to raise their self-esteem and develop a confident and optimistic view of themselves"; "students have practiced skills they can use to develop and maintain effective human relationships"; "students have practiced decision-making and problem solving skills they can use"; and, "students have learned effective strategies and study skills they can use to improve their levels of achievement" (Appendix C - Table 1).

With one exception, from 62 to 100% of junior high school principals, teachers, parents and students stated that the six guidance outcomes were being achieved to a moderate or greater extent. The exception was that 62% of parents perceived that the objective, "students have acquired knowledge and practiced strategies they can use to choose and develop careers", was being achieved to a small extent (Table 2).

At the senior high school level, from 67 to 100% of principals, teachers, parents, students, and counsellors reported that all six guidance outcomes were being achieved to a moderate or greater extent (Table 3).

b. Counselling Outcomes

At the elementary school level, with one exception, from 69 to 100% of principals, teachers, parents and counsellors perceived that the following guidance outcomes were being achieved to a moderate or greater extent: "students know when and how to obtain counselling assistance"; "students receive effective assistance in resolving personal problems"; and, "students know how to resolve their problems, anticipate and minimize difficulties". The exception was that only 56% of parents thought that "students know when and how to obtain counselling assistance" (Table 4).

With one exception, from 65 to 100% of junior high school students, principals, teachers and parents reported that all three counselling outcomes were being achieved to a moderate or greater extent. The exception was that only 57% of parents thought that "students know when and how to obtain counselling assistance" to a moderate or greater extent. It is worth noting that 33% of junior high students rated the extent to which they "know when and how to receive counselling assistance" and "to which they receive effective assistance in resolving personal problems" at 2 or less on the 5-point scale (Table 5).

From 61 to 100% of senior high school students, principals, teachers, parents and counsellors stated that counselling outcomes are being achieved to a moderate or greater extent. Twenty-five percent of high school students stated that they "know when and how to obtain counselling assistance" to a small extent only; 35% of senior high students stated that they "receive effective assistance in resolving personal problems" to a small extent only (Table 6).

c. Career Development Outcomes

At the junior high school level, from 63 to 100% of students, principals and teachers perceived that all five career education outcomes were being achieved to a moderate or greater extent. Generally, parents perceived that junior high career development outcomes were being achieved to a somewhat lesser extent than did the other respondent groups. Only 52% of parents perceived that the following career education outcome was being achieved to a moderate extent: "students demonstrate competence in gathering information, planning, solving problems and making decisions regarding career choices" (Table 7).

From 74 to 100% of senior high school students, principals, teachers, parents and counsellors perceived that career development outcomes were being achieved to a moderate or great extent (Table 8).

2. Appropriateness of the Outcomes of Guidance and Counselling Services

At the elementary school level, from 75 to 95% of principals, teachers and counsellors thought that the intended guidance and counselling outcomes were moderately to highly appropriate. From 84 to 100% of junior and senior high school principals, teachers and counsellors indicated that the intended guidance, counselling and career development outcomes were moderately to highly appropriate (Tables 9, 10, 11).

3. Consistency With District and Alberta Education Requirements

From 77 to 100% of elementary, junior high and senior high school principals, teachers and counsellors thought that "guidance and counselling services are consistent with District expectations for student learning and development" to a moderate or greater extent (Tables 12, 13, 14).

From 75 to 100% of elementary, junior high and senior high school principals, and counsellors indicated that "District guidance and counselling services conform to Alberta Education requirements" to a moderate or greater extent (Tables 15, 16, 17).

4. Accessibility of Guidance and Counselling Services To Students

From 68 to 95% of elementary school principals, teachers, parents and counsellors perceived that guidance and counselling services were accessible to all students in their school to a moderate or greater extent (Table 18).

At the junior high school level, from 65 to 100% of students, principals, teachers, parents and counsellors stated that guidance and counselling services were accessible to all students in their school to a moderate or greater extent. It is worth noting that 32% of junior high students indicated that guidance and counselling services in their school were available to only a small extent (1 or 2 on the 5-point scale) (Table 19).

From 85 to 99% of senior high school students, principals, teachers, parents and counsellors perceived that guidance and counselling services were accessible to all students in their school to a moderate or greater extent (Table 20).

5. Extent to Which Students Needs are Being Met

From 64 to 95% of principals, teachers, parents, and counsellors at the elementary school level reported that student needs for guidance and counselling services were being met to a moderate or greater extent (Table 21).

At the junior high school level, from 58 to 100% of students, principals, teachers, parents and counsellors reported that "student needs for guidance and counselling services are being met" to a moderate or greater extent. It should be noted that 40% of students, 27% of teachers and 29% of counsellors stated that "student needs for guidance and counselling services are being met" to a small extent only (responded 2 or less on the 5-point scale) (Table 22).

From 71 to 93% of students, principals, teachers, parents and counsellors at the senior high school level indicated that "student needs for guidance and counselling services are being met" to a moderate or greater extent (Table 23).

6. Provision of Learning Experiences in a Caring Environment

From 75 to 100% of principals, teachers, parents and counsellors at the elementary, junior high and senior high school levels reported that "learning experiences are provided in a caring environment in their schools" to a moderate or greater extent (Tables 24, 25, 26).

7. Students Use of, Satisfaction With, and Waiting Time for Guidance and Counselling Services

Junior and senior high school students were asked, "have you used any of the following guidance and counselling services in the past year: personal counselling; course and program selection; career counselling; and provision of post-secondary education information?"

More than 70% of junior high school students stated that they had not used any of these services. The following percentages of junior high school students indicated they had used the services: course and program selection (26%); personal counselling (20%); provision of post-secondary education information (10%); and career counselling (10%) (Table 27).

At the senior high school level 50% or more of the students reported that they had not used any of the services. Overall, use of guidance and counselling services was highest at the senior high school level with the following percentages of senior high students indicating that they had used the services: course and program selection (47%); provision of post-secondary education information (36%); career counselling (34%); and personal counselling (16%) (Tables 28).

At both the junior and senior high school levels the majority of students who had used guidance and counselling services reported that they waited less than two weeks for the service. A small number of students had waited longer, some more than five weeks (Tables 29, 30).

Most of the senior high students who had used guidance and counselling services expressed satisfaction with the service (they responded at 4 or 5 on a 5-point scale from 1 "very dissatisfied" to 5 "very satisfied") (Table 32).

Overall, junior high students who had used guidance and counselling services were satisfied with or neutral about the service received (Table 31).

8. Choices of Programs and Courses

At the junior high level, 77 to 100% of principals, teachers, parents and counsellors think that students are "making informed choices with respect to options, courses and programs" to a moderate or greater extent (Table 33). Most (73% or more) parents and students think that they are "informed about options, courses and programs offered by the school" (Tables 34 and 35) and that they are "involved in selecting" the options, courses and programs they want to a moderate or greater extent (Tables 36 and 37).

From 73 to 99% of principals, teachers, counsellors, parents and students think that students are "adequately prepared to make choices in selecting options, courses and programs" to a moderate or greater extent (Table 38). Most (59 to 99%) principals, teachers, parents and counsellors stated that students are knowledgeable about the implications of their choices (e.g., with respect to meeting employment requirements, having post-secondary educational prerequisites) to a moderate or greater extent. Thirty-seven percent of parents stated that students were less knowledgeable about the implications of their choices (Table 39)

At the senior high level, more than 95% of parents, counsellors and principals and 63% of teachers perceived that students are "making informed choices about options, courses and programs" to a moderate or greater extent. Twenty-two percent of the teachers chose "no response" for this question (Table 40).

More than 70% of parents and 80% of students stated that they are "informed about options, courses and programs offered by the school" and that they are involved in selecting the options, courses and programs they want to a moderate or greater extent (Tables 41, 42, 43, and 44). However, 28% of parents stated they are informed and involved only to a fairly small extent (28% responded 2 or less on the 5-point scale).

The majority (85% or more) of parents, counsellors, principals, and students and 74% of teachers think that students are "adequately prepared to make choices in options, courses and programs" to a moderate or greater extent. Twenty-two percent of teachers chose "no response" for this item (Table 45). More than 80% of parents, counsellors and principals and 64% of teachers think that students are quite knowledgeable about the implications of their choices (Table 46).

The responses of principals, teachers and counsellors to an open-ended question about how students are prepared to make choices of options and programs indicates that there are a variety of methods being used. At the junior and senior high school levels the following methods are used: orientation meetings for students and parents; school newsletters for parents and students; school handbooks containing information about courses, programs and options; use of regular class time to discuss courses, options and programs with students; use of course and program selection forms which require the student's and parent's signature; and, individual and group career counselling.

9. Guidance and Counselling Services Special Programs

a. Operation Aware

Operation Aware is a program designed for students in grades five and six. The intent of the program is to help students understand peer influence and provide information which will assist students in making choices when confronted with negative peer influence. The inability to deal with negative peer influence creates many problems for young adolescents and they need skills they can use to face the challenges they will meet as they enter junior high.

The program was developed by a group of educators in the United States and is being used by approximately 400 schools in that country and 70 schools in Canada. The program has been implemented in 10 district elementary schools. Five of these schools participated in an evaluation of the program which was designed to obtain information about the level of satisfaction with the program as perceived by students, parents, teachers, counsellors, administrators, Edmonton Police Department and the business community. The results of the evaluation (attached as Appendix D) indicate a high level of satisfaction with and support for the program (90% or more of all respondents were positive about the program).

b. Conflict Management

The Conflict Management program is a program designed to allow conflicts among students to be resolved by fellow students. It has been shown that children are excellent solvers of other children's problems and many students who would not listen to an adult do listen and are influenced by their leader peers.

The program is operating in 120 elementary and junior high schools in the district. When asked in the questionnaire survey to rate the effectiveness of the program, 70% of the teachers and 83% of the principals in the sample schools that were using the program rated it as moderately to very effective.

c. Choices

Choices is a computerized career and post-secondary information delivery system. It provides access to data banks of career information and allows users to explore the ways in which their needs, abilities and aspirations regarding work influence the career opportunities available to them. The program is designed to work within, not in place of, a career development program.

All the senior high schools in the district offer the Choices program. From 52 to 67% of principals, teachers and counsellors responding to the questionnaire reported that the Choices program is integrated with the career development program in the school to a moderate or greater extent (Table 47). Twenty-eight percent of students indicated satisfaction with the Choices program and 36% were neutral. Teachers and principals were neutral or positive but one-third did not respond (Table 48).

10. Satisfaction With the Junior High School Guidance Program (Grade 7, 8 Health and Grade 9 Guidance)

Respondents at the junior high level were asked to rate their satisfaction with the above program on a scale from 1 "very dissatisfied" to 5 "very satisfied". Ratings of 4 or 5 were given by 45% of principals, 33% of counsellors, 23% of teachers, 27% of parents and 33% of students. Ratings of 1 or 2 were given by 18% of principals, 11% of counsellors, 39% of teachers, 26% of parents and 22% of students. Between 26 and 44% of all respondent groups chose the mid-point on the 5-point scale. Overall, somewhat more principals, students, and counsellors were satisfied than dissatisfied with the junior high school guidance program, while more teachers were dissatisfied than satisfied and equal numbers of parents were satisfied and dissatisfied (Table 49).

11. Career Education

a. Availability of Services

At the junior high school level, 65% of principals, 51% of teachers, 88% of counsellors and 42% of parents reported that "career development services are available to all students" to a moderate or greater extent. Thirty-six percent of principals, 30% of teachers and 43% of parents perceived that career development services were available to students to a small extent only (1 or 2 on the 5-point scale) (Table 50).

At the senior high school level, more than 80% of principals, teachers, parents, and 100% of counsellors reported that "career development services are available to all students" to a moderate or greater extent (Table 51).

b. Integration of Services

At the junior high school level, 72% of principals, 46% of teachers, and 66% of counsellors indicated that career development services were "an integral component of school programs" to a moderate or greater extent. Twenty-seven percent of principals, 38% of parents and 33% of counsellors stated that career development services were "an integral component of school programs" to a lesser extent (2 or less on the 5-point scale) (Table 50).

At the senior high school level, more than 65% of principals and teachers and 100% of counsellors stated that career development services were "an integral component of regular school programs and services" to a moderate or greater extent (Table 51).

c. Student Needs

At the junior high school level, 72% of principals, 88% of counsellors and 46% of teachers reported that "student needs for career development services" were being met to a moderate or greater extent. Twenty-seven percent of principals and 35% of teachers reported that "student needs for career development services" were being met to a lesser extent (2 or less on the 5-point scale). Nineteen percent of junior high teachers chose the "no response" category for this item (Table 52).

At the senior high school level, 67% of principals, 78% of teachers, and 100% of counsellors reported that "student needs for career development" were being met to a moderate or greater extent. Thirty-three percent of the principals reported that career development needs were being met to a lesser extent (Table 53).

d. Parent Satisfaction

At the junior high school level, 51% of parents indicated overall satisfaction with "career development services provided by the school to their child" to a moderate or greater extent. Thirty-seven percent of the parent respondents indicated overall satisfaction with these services to a lesser extent (1 or 2 on the 5-point scale) (Table 54).

At the senior high school level, students (73%) and parents (80%) indicated overall satisfaction with the career development services provided by the school to a moderate or greater extent (Table 55).

e. Awareness and Use of Community/Government Agencies for Career Development Resources

There are a number of community agencies which offer resources for career development. These agencies include Alberta Manpower, Alberta Education, Canada Career Week, Society for the Promotion and Advancement of Career Education, Canada Employment and Immigration Commission, the Chamber of Commerce, and professional associations. Career development resources are also available from post-secondary educational institutions such as The University of Alberta, Grant MacEwan Community College and the Northern Alberta Institute of Technology. Principals, teachers and counsellors at the junior and senior high levels were asked to what extent their schools were aware of and making use of these resources. Overall, the teacher respondent group reported a lower level of awareness and use than the principal and counsellor respondent groups especially at the senior high level. The extent of awareness and use tended to be higher at the senior high than the junior high level.

The junior high respondents indicated that their schools were most aware of the resources provided by the Canada Employment and Immigration Commission, Alberta Manpower and Canada Career Week (18-49% of all groups reported extent of awareness at 4 or 5 on the 5-point scale), and least aware of resources provided by post-secondary educational institutions, the Society for the Promotion and Advancement of Career Education and Alberta Education (4-22% of all groups responded at 4 or 5 on the 5-point scale).

Junior high respondents reported the greatest use being made of the career development resources of professional associations, Canada Employment and Immigration Commission and post-secondary educational institutions (12-45% of all groups reported extent of use at 4 or 5 on the 5-point scale), and the least use being made of the career development resources of Alberta Manpower, Alberta Education and Canada Career Week (0-12% of all groups reported extent of use at 4 or 5 on the 5-point scale).

The senior high respondents indicated that their schools were most aware of the resources provided by Alberta Manpower, Canada Career Week and Canada Employment and Immigration Commission (26-83% of all groups reported extent of awareness at 4 or 5 on the scale), and least aware of the resources provided by post-secondary educational institutions and Alberta Education (14-50% of all groups reported extent of awareness at 4 or 5 on the scale). Senior high respondents reported the greatest use being made of the career development resources of professional associations, post-secondary educational institutions and Canada Employment and Immigration Commission (19-100% of all respondent groups reported extent of use at 4 or 5 on the scale), and the least use being made of the career development resources of the Chamber of Commerce, Alberta Education and Alberta Manpower (0-50% of all respondent groups reported extent of use at 4 or 5).

12. **Formal Qualifications for Guidance and Counselling Staff**

At the elementary and senior high school levels, from 54 to 100% of teachers, principals and counsellors indicated that guidance and counselling staff should have minimum formal qualifications of a graduate diploma in psychology in order to provide, competently, individual/personal counselling, group counselling and psychological test administration and interpretation. Formal qualifications of a bachelor's degree with three or more psychology courses were considered sufficient to provide career counselling services by the majority of respondents (Tables 56, 58).

At the junior high school level, the following percentages of teachers, principals and counsellors stated that guidance and counselling staff should have minimum formal qualifications of a graduate diploma in psychology to provide, competently, individual/personal counselling (43 to 67%), psychological test administration and interpretation (55 to 100%), and group counselling (36 to 69%). Minimal qualifications of a bachelor's degree with three or more psychology courses were considered sufficient to provide career counselling services by the majority of respondents (Tables 57).

13. Characteristics Desirable in an Effective Counsellor

Principals, teachers, counsellors, parents and students at all school levels in an open-ended question were asked to identify the characteristics desirable in a counsellor.

The characteristics identified were divided into five categories: affective personality traits (empathetic, warm, approachable, sensitive, good listener); level of expertise (knowledgeable, trained, experienced, skilled, up-to-date, good communication skills, can help solve problems); personal philosophy (committed, optimistic, reliable, trustworthy, objective, fair); working style (energetic, self-directed, practical, flexible); and, specific conditions established within the school (rapport with teachers and students, good communication with school staff, students and parents, available, visible).

In general, affective personality characteristics were identified most often, followed by level of expertise characteristics. The three specific characteristics mentioned most often were "understanding", "a good listener" and "knowledgeable". The identification of level of expertise characteristics was more common amongst principals, teachers and counsellors at the elementary level than at the junior and senior high levels. Within the parent respondent group these characteristics were mentioned more often at the junior and senior high levels than at the elementary level. A very high proportion of the characteristics identified by senior high students were related to affective personality traits. A characteristic identified by a considerable proportion of the students at all levels was "trustworthy".

14. Integration of Services Into School Programs

From 76 to 100% of principals, teachers and counsellors at all school levels think that guidance and counselling services are "an integral component of the regular school programs in their schools" to a moderate or greater extent. Approximately 23% of the teachers at the elementary and junior high levels, however, ranked the extent of integration lower (2 or less on the 5-point scale) (Tables 59, 60, 61).

15. Resource Allocations

a. Allocations for Guidance and Counselling Services by School Level

Human and other resource allocations for guidance and counselling services vary considerably from school to school across the district. Human resource allocations for 1985-86 totalled 23.9 F.T.E. at the elementary level, 7.2 F.T.E. at the elementary-junior high level, 15.0 F.T.E. at the junior high level, 25.2 F.T.E. at the senior high level and 4.9 F.T.E. for Continuing Education and Institutional Services. This represented an overall decrease of 5.8 F.T.E. from 1984-85. There is an increase of 10.4 F.T.E. budgeted for 1986-87 over the budget for the 1985-86 school year.

According to district data for 1985-86, 45 elementary schools had a designated counsellor assignment (funds were specifically allocated for counsellor resources) ranging from .2 to 1.0 F.T.E. In 40 elementary schools the administrator was responsible for guidance and counselling services in the schools and in 42 schools the teaching staff were responsible for guidance and counselling services (funds were not specifically allocated for human resources within a guidance and counselling services budget).

In district junior high and elementary-junior high schools 37 schools had a designated counsellor assignment ranging from .4 to 1.0 F.T.E.; in 6 schools the administrator is responsible for guidance and counselling and in 3 schools the teaching staff are responsible.

All senior high schools had designated counsellors ranging from 1.0 to 4.0 F.T.E.

There were also other funds (physical resources, training, etc.) allocated to guidance and counselling services in some schools. All senior high schools had allocated funds (from a low of $350 to a high of $9,500). In junior high schools, the allocations ranged from nil (6 schools) to $725. In elementary-junior high schools, 8 schools allocated no funds while one school allocated $1050. The allocations in elementary schools ranged from nil (81 schools) to $850. Schools may be allocating more resources for guidance and counselling services than is apparent from their budgets. However, if they are, they are not identifying the allocations within a guidance and counselling budget.

b. Adequacy of Resource Allocations

Fifty-nine to 90 percent of principals, teachers and counsellors at the elementary, junior and senior high levels stated that the resources allocated to guidance and counselling services in their schools were of average or greater adequacy. The largest numbers of these respondents chose the mid-point between adequate and inadequate. It should be noted that 29% of elementary principals, 27% of elementary teachers, 38% of junior high school teachers, and 33% of junior high school counsellors perceived that the resources allocated to guidance and counselling services in their schools were inadequate (Tables 62, 63, 64).

16. Support Mechanisms

Fifty-eight to 100 percent of principals, teachers and counsellors at all three school levels perceived that support mechanisms (e.g., inservice training, resource materials, tests, etc.) were of average or greater adequacy in assisting them to advise students.

Significant percentages (30-56%) of these respondents at all school levels selected the mid-point on the 5-point scale between 1 "inadequate" to 5 "adequate". However, 29% of elementary teachers and 22% of elementary counsellors stated that support mechanisms were inadequate (Tables 65, 66, 67).

Respondents were asked, in an open-ended question, to identify additional support mechanisms which are needed at district and school levels. The most commonly identified types of additional support required at the district level were: more resources (more funds, more consultants, more qualified personnel); more inservices; increased Bureau Services staff/availability of Bureau staff; and, additional programs for children with special needs. The most commonly identified types of additional support required at the school level were: more resources (more counselling time, more funds, more qualified counsellors, a designated counsellor in the school); more teacher involvement and training for teachers; and, better integration of the counsellor's function into the total school program.

17. Use of Community Agencies and Organizations

Principals and counsellors were asked to identify community agencies and organizations used in their schools to provide services which complement or supplement district guidance and counselling services. A wide range of organizations were identified, those which were identified by 2 or more respondents are listed below.

Social Services (33 respondents)
Alberta Mental Health (15 respondents)
Edmonton Board of Health (13 respondents)
Psychologists/Psychiatrists (8 respondents)
AADAC (6 respondents)
Police (6 respondents)
Post-secondary educational institutions (6 respondents)
Big Sisters, Big Brothers, Uncles At Large (4 respondents)
Boys and Girls Clubs (2 respondents)
Sacred Circle (2 respondents)
Fire Department (2 respondents)
Project Breakthrough (2 respondents)

18. Service Delivery Models

a. Types of Guidance and Counselling Services Delivery Models

There are a number of possible ways in which guidance and counselling services can be delivered in schools. Principals were asked to indicate which of the following delivery models best describes how guidance and counselling services are delivered most of the time in their school:

Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services;

Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students;

Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor;

Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor;

District Services-Program Model Guidance and counselling services are provided in the school by referral to the Bureau of Child Study or other district services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance; and,

External Model A person from outside the district is employed by the school to provide guidance and counselling services either directly to students and/or by consultation with staff.

The numbers of elementary schools in the study that were using the various models were: counsellor-advisor model (8); counsellor model (7); administrator model (6); teacher model (1); district services model (1); or some combination of models (4).

The number of junior high schools in the study that were using the various models were: the counsellor model (7); counsellor-advisor model (2); district service model (1); or a combination of models (1).

At the senior high level the numbers of schools using the models were: counsellor model (5); and, counsellor-advisor model (1).

Overall, the models most frequently used to deliver guidance and counselling services in the sample of schools at all 3 school levels combined were: counsellor model (19 schools); counsellor-advisor model (11 schools); administrator model (6 schools); combination of models (5 schools); district services model (2 schools); and teacher model (1 school). The numbers of schools using various delivery models may not be proportionally representative of the mix of delivery models being used in the district as the sample was deliberately chosen to include schools with and without a designated counsellor.

b. Comparison of Effectiveness of Models

The perceptions of respondents on various aspects of guidance and counselling services were analyzed by delivery model to see if there were differences between the models. Respondent groups responses were combined so that response frequencies would be great enough to allow comparison.

When responses are combined at the elementary level, worth-while comparisons are possible among the models most frequently in use in the sample schools: the counsellor, counsellor-advisor and administrator models. In cases where only one school was using a particular model, responses were not compared.

The combined responses of elementary principals, teachers, counsellors and parents regarding the accessibility of guidance and counselling services to students gave a higher rating to those schools using the counsellor model (67% responded 4 or 5 on the 5-point scale) and counsellor advisor model (55%) than to those schools using the administrator model (32%). The combined responses of the same groups regarding the extent to which students' needs for guidance and counselling services are being met also gave a higher rating to those schools using the counsellor model (51%) and counsellor-advisor model (48%) than to those schools using the administrator model (30%). The combined responses of principals, teachers and counsellors regarding the adequacy of support mechanisms to assist in advising students gave a higher rating to the counsellor (35%) and counsellor-advisor (30%) models than to the administrator model (12%). The combined responses of the same groups regarding the extent to which guidance and counselling services are an integral component of regular school programs also gave a higher rating to the counsellor (73%) and counsellor-advisor (57%) models than to the administrator model (29%) (Tables 68-71).

At both the junior high and senior high school levels, there were no apparent differences between the perceptions of respondents for the counsellor and counsellor-advisor models (Tables 72-79).

19. Overall Effectiveness of Guidance and Counselling Services in the Schools

At the elementary school level, 67% of parents, 62% of teachers, 100% of counsellors and 92% principals stated that guidance and counselling services in their schools were effective to a moderate or greater extent. Thirty-six percent of elementary teachers and 20% of elementary parents rated school guidance and counselling services as ineffective or effective to a small extent only (rating of 1 or 2 on the 5-point scale) (Table 80).

At the junior high school level, 87% of teachers, 88% of counsellors, 99% of principals and 56% of parents rated guidance and counselling services in their schools as effective to a moderate or greater extent. It is worth noting that 30% of junior high parents rated guidance and counselling services as ineffective or effective to a small extent only in their schools and that 14% of parents chose the "no response" category for this item (Table 81).

At the senior high school level, 78% of students, 86% of teachers, 100% of counsellors, 100% of principals and 73% of parents stated that guidance and counselling services in their schools were effective to a moderate or greater extent. Thirteen percent of parents chose the "no response" category for this question (Table 82).

20. Satisfaction With District Guidance and Counselling Services

In response to the statement "indicate your overall level of satisfaction with the advice, assistance and leadership provided by district guidance and counselling services", the greatest proportion (33% to 64%) of teachers, counsellors and principals at all school levels selected the mid-point between 1 "very dissatisfied" and 5 "very satisfied". More junior and senior high school principals and elementary and junior high school teachers were satisfied than dissatisfied with district services. Elementary and senior high counsellors were more dissatisfied than satisfied. Elementary teachers and junior high counsellors were equally divided between being satisfied or dissatisfied (Tables 83, 84, 85).

21. Effectiveness of District Guidance and Counselling Services

Respondents were asked to rate the effectiveness of district guidance and counselling services in providing leadership in three areas -- "giving leading-edge advice", "recommending effective practices", and "identifying and promulgating effective practices" -- on a 5-point scale from 1 "not effective" to 5 "effective".

Thirty-five to 58% of elementary, junior high and senior high teachers, 25% of elementary principals and 17% of junior high school principals chose the "no response" category for all three items in this question.

Of those who chose one of the other response categories, except for junior high school teachers and senior high school counsellors, at all three school levels the highest percentages of principals, teachers, and counsellors responded at the mid-point of the 5-point scale. However, 66% of senior high counsellors, 33% of junior high counsellors, 27-31% of junior high teachers, and 20-25% of elementary school principals and counsellors stated that district guidance and counselling services were not effective in terms of providing leadership in all three areas. Junior and senior high school principals perceived district guidance and counselling services as being more effective in providing leadership in all three areas than did the other respondent groups (Tables 86, 87, 88).

22. Respondents Perceptions of the Strengths of Guidance and Counselling Services

Principals, counsellors, teachers, parents and students were asked to identify the strengths of the guidance and counselling services in their school. The strengths identifed most commonly were: related to specific characteristics of the counsellor or counsellors (effective, trained, experienced, caring, dedicated); related to availability of counselling staff (adequate time, enough counsellors, there when you need them, accessible); and, related to total school involvement (dedicated staff, all staff involved). Parents mentioned parental involvement. Some junior high students said that they enjoyed group discussion and finding out that other students had similar problems.

23. Respondents Suggestions for Improvements to Guidance and Counselling Services

When principals, counsellors, teachers, parents and students were asked how guidance and counselling services could be improved the greatest number of responses related mainly to time and resources (more time allocated to guidance and counselling, trained counsellor on staff, more counselling staff, more resources). Teacher inservicing, more coordination between counsellors and teachers, and more assistance to teachers were other improvements quite frequently mentioned. Parents suggested that students should be made more aware of the services available and that there should be more contact with parents. Other suggestions included more programs and more group counselling.

F. RESULTS OF THE ON-SITE VISITATIONS

As stated previously, the on-site observers completed a questionnaire consisting of structured and open-ended questions for each of the schools they visited. The highlights of their responses are presented in narrative form. Accompanying tables in Appendix C show the exact form of the structured questions and detailed response percentages.

1. Results of On-Site Observers Responses to Questions Also Asked of Other Respondent Groups

For the nine schools visited at the elementary school level, responses of the on-site observers were generally similar to the responses of other respondent groups.

For the four schools visited at the junior and senior high school levels, the responses of the on-site observers also show generally similar trends to the responses of other groups. In a number of cases there are considerable differences in ratings for each of the schools visited.

One notably consistent response appears for the question on the extent to which "learning experiences are provided in a caring environment in the school". With only one exception, at all three school levels the on-site observers responded at 4 or greater on the 5-point scale (1 = "to a small extent" 5 = "to a great extent") for the schools they visited. One observer responded at 3 (Tables 24, 25, 26).

At the junior high level a high rating was given by all observers to the extent to which students are prepared to make choices in selecting options, courses and programs (Table 38). Another noteworthy response at the junior high level, however, is the on-site observers perceptions regarding career development services, where they gave a relatively low rating to the extent to which "career development services are available to students", "are an integral component of school programs" and "are meeting students needs" (Tables 50, 52).

At the senior high level, the on-site observers tended to give a high rating to a number of aspects of guidance and counselling services, notably the extent to which the following outcomes are being achieved: "students know when and how to obtain counselling assistance" and "students understand their personal capabilities, strengths and weaknesses" (Table 6). The on-site observers gave a higher rating to aspects of career development services than they did at the junior high level. There were no areas in which a consistently low rating was given (Tables 8, 51, 53).

2. Results of Additional Areas Examined by the On-Site Observers

The on-site observers rated the extent to which "the skills, abilities and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned" as moderate or greater for 8 of the 9 elementary schools visited, for 3 of the 4 junior high schools visited and for all four of the senior high schools visited (Tables 89, 90, 91).

The number of elementary schools in which the on-site observers thought guidance and counselling staff needed "assistance to develop their skills, abilities and knowledge" (rated need at 4 or 5 on the 5-point scale from 1 = "to a small extent" to 5 = "to a great extent") were as follows: for career counselling - 6 schools; for group counselling - 5 schools; for individual/personal counselling - 4 schools; for psychological test administration and interpretation - 3 schools; and, for other guidance and counselling services - 5 schools. For 2 of the 4 junior high schools and for 1 of the 4 senior high schools on-site observers thought the guidance and counselling staff needed assistance in all of these areas (Tables 92, 93, 94).

The strategies used to achieve the intended results of guidance and counselling services were rated at the mid point or higher on the 5-point scale (1 = "ineffective" 5= "effective") for 8 of the 9 elementary schools, 3 of the 4 junior high schools and 3 of the 4 senior high schools. That is, the on-site observers rated the strategies used to achieve the intended results of guidance and counselling services in the schools as average or better effectiveness in 75% or more of the schools visited (Tables 95, 96, 97).

On-site observers rated the extent to which CAPE and Bureau Services are integrated with guidance and counselling services in the school as moderate or greater for 8 of the 9 elementary, 2 of the 4 junior high and 2 of 4 of the senior high schools visited (Tables 98, 99, 100).

On-site observers reported that there were waiting lists for guidance and counselling services to a moderate extent in 4 of the 9 elementary schools visited and to a moderate or greater extent in 2 of the 4 junior high schools visited. Waiting lists for guidance and counselling services were reported as being much smaller at the 4 senior high schools visited. On-site observers used a waiting time of 3-4 days as the criterion for judging whether or not there were waiting lists for service (Tables 101, 102, 103).

At the elementary school level, some of the strengths of guidance and counselling services which the on-site observers noted in the schools included: counsellor expertise; counsellor availability; good use of counsellor expertise by all staff; supportive staff; involvement of all staff; creative delivery of guidance and counselling services with and without a designated counsellor; attempt by staff to respond to the individual student's needs; total school focus in specific guidance and counselling outcomes; good parental involvement; and, good access of community resources.

At the junior high level the strengths noted by the on-site observers included: counsellor expertise; counsellor availability; and, school focus on guidance and counselling outcomes.

Strengths noted at the senior high level included: counsellor expertise; individualized counselling and measures taken to know students as individuals; a proactive emphasis; and, awareness of current issues.

At the elementary level an improvement which on-site observers thought was necessary at a number of the schools they visited was a better definition of guidance and counselling objectives, roles and responsibilities. They noted that school staff members (counsellors and teachers) were often unaware of what their responsibilities were with respect to guidance and counselling. In some schools the on-site observers noted that teachers could benefit from assistance in developing strategies to deal with behavior problems, assess students with learning problems and mainstream handicapped children.

Teachers could also benefit from training in some of the current affective education programs which are available. Other improvements mentioned by the on-site observers included the following: career awareness activities appropriate for elementary students; better preparation of grade 6 students for junior high; a person with guidance and counselling training on staff; and, more time for the counsellor to develop programs and assist teachers.

The need for all staff to be aware of their roles and responsibilities with respect to guidance and counselling services was also an improvement which the on-site observers thought was needed at the junior high level. Other improvements mentioned included the following: introduction of more career development; developing a preventative focus; and, introduction of affective education programs.

Improvements suggested at the senior high level included: more career resources in specific subject areas to assist teachers to relate their subjects to possible careers; development of specific guidance and counselling programs; and, more personnel or more time alloted to guidance and counselling.

G. INTERVIEWS WITH REPRESENTATIVES FROM COMMUNITY AGENCIES

Interviews were conducted with personnel from NAIT, Employment and Immigration Canada, Career Services - Manpower, University of Alberta, Grant MacEwan Community College, the Chamber of Commerce, and the Society for the Promotion and Advancement of Career Education.

Information was received concerning the various resources available from these agencies and the extent to which these resources are being used by guidance and counselling personnel in the district. In addition, interviewees were asked for their perceptions concerning the degree of readiness and maturity our graduates exhibit when planning the next steps in their continuing education at a post-secondary institution and when considering which employment options might be open to them.

The resources available from these agencies include presentations to counsellors, school visits, advice and assistance telephone calls, a career information hotline, newsletters, printed materials, and videotapes. Information about these resources is given to school counsellors and the degree of use varies with each school. Printed materials are mailed to Central Services and distributed to school counsellors. Personnel from NAIT, the University of Alberta, and Grant MacEwan Community College meet with counsellors on a regular basis to share information on course requirements, quotas, and enrollment.

Respondents expressed concern that the students with whom they meet often lack sufficient skills in information gathering, decision making, and self-appraisal. (They acknowledged that the students they see are those who are encountering difficulty in selecting programs and courses and are not necessarily representative of the total student population.) Nevertheless they stated that some graduating students could perhaps be more informed about careers and about particular high school courses which are required for entrance into specific post-secondary programs.

Respondents recommended that career counselling should be given a higher profile at both the junior and senior high school levels. Respondents also suggested that the classroom teacher could play a greater role in describing the variety of careers available and helping to orient students to the career choices open to them. They suggested that more attention should be paid to showing students possible career paths related to the various subject areas. Although schools hold occasional career days, respondents suggested that more emphasis be placed on this awareness activity both at the junior and senior high school levels. Respondents suggested that a heightened awareness about career requirements would encourage students to select appropriate courses and to plan ahead in order to meet their personal goals.

H. INTERVIEWS WITH DISTRICT PERSONNEL

Perceptions were obtained from staff in Bureau Services, CAPE and Student Placement concerning the function of guidance and counselling services, the effectiveness of its operation, and the integration and articulation of guidance and counselling with their own respective operations.

Respondents perceived that the provision of guidance and counselling services varied a great deal from school to school. Its effectiveness was judged by respondents to be largely dependent on the amount of emphasis placed upon this function by the principal. The principal was perceived as the major influence in determining the model to be used for delivering guidance and counselling services in the school. The interviewees commented that it is difficult to identify specific indicators of the effectiveness of guidance and counselling services.

Schools without a counsellor can receive limited short-term counselling assistance from Bureau Services. Respondents thought guidance and counselling should be an integral part of the school program and should not be viewed as an optional or luxury service. "There is no substitute for a Guidance and Counselling Program run by competent staff." They stated there is a need to highlight the importance of guidance and counselling.

Central Services respondents perceived that currently, counsellors are crisis-oriented and much of their time is believed to be spent in personal counselling. Given time constraints, most counsellors were judged by respondents to be doing a good job contacting parents and advising students. However, respondents stated that some counsellors are assigned to more than one school or to classroom and administrative duties, leaving insufficient time for counselling per se. Respondents stated more developmental and affective programming needs to be undertaken. They thought the counsellor should assist students in developing a strong sense of self-worth and should make people feel good about themselves. Also, more work in career counselling and preparing students for the variety of expectations from the work place is perceived to be required.

Respondents suggested that the degree of school-level awareness of community agencies and organizations providing complementary services was again dependent on the expertise of the school counsellor or principal and on the school's prior involvement with these external agencies. One has to know what each agency can do, and the most expedient means of access to each. Long term relationships built up over a period of years by the school counsellor often accounts for success in utilizing these outside agencies to the best advantage.

Most respondents thought there was not enough integration and articulation of the services provided by Guidance and Counselling, Bureau Services and CAPE Services collectively. The amount of integration appears to be dependent on personality factors, time spent working in the position, and the perceived need and utility of working together. More integration would be desirable, particularly with increased mainstreaming of students with special needs. Respondents stated that in sectors where personnel have worked together closely over a period of years, services dovetail and support each other. If the school staff has adopted a "student services" orientation or an organizing framework such as "effective schools" and has done a needs assessment, they build services around the school in a responsive model. This promotes the integration of supporting services.

I. GUIDANCE AND COUNSELLING SERVICES FOR STUDENTS, TEACHERS AND PARENTS

In an additional section on each of the questionnaires, respondents were asked a three-part question with respect to guidance and counselling services for each of students, teachers and parents. The question read "Rate the extent to which each of the following guidance and counselling services are/should be implemented and the effectiveness of each service which is implemented in this school." Rating was done on five-point scales. The specific guidance and counselling services for each of students teachers and parents were the ones identified by Alberta Education in a province-wide needs assessment of guidance and counselling services in 1984.

The resulting data regarding what services are and should be implemented have been summarized in table form as follows. Services were considered currently implemented when 55% or more of respondents scored 3, 4 or 5 on the extent of current implementation scale. It was considered that services should be implemented when 55% or more of respondents scored 3, 4, or 5 on the extent service should be implemented scale. In cases where 35% or more of those answering the questionnaire did not respond, the result is marked with an asterisk.

Following the tables there is a narrative summary of the results of the question regarding effectiveness of the services. The detailed results for all three parts of the question appear in Tables 104-112 of the Appendix.

TABLE 2
Perceptions of Principals Regarding Guidance and Counselling Services for Elementary Students

Services	Is Implemented	Should Be Implemented
Improve Learning Skills	Y	Y
Develop Effective Study Habits	Y	Y
Develop Good Work Habits	Y	Y
Develop Self-Confidence, Self-Esteem	Y	Y
Develop Understanding of Individuals and Groups	Y	Y
Develop Positive Attitude to School Learning	Y	Y
Deal With Negative Feelings and Attitudes That Affect School	Y	Y
Learn What The Law Requires, What Society Expects	Y	Y
Gain Acceptance and Respect of Teachers, Classmates	Y	Y
Adjust to New School Situations	Y	Y
Develop a Positive Attitude Toward Work, Respect for Dignity of Work	Y	Y
Learn to Make Decisions to Achieve Goals	Y	Y
Help to Meet People, Get Along, Build Friendships	Y	Y
Understand Themselves and Deal With Their Developmental Concerns	Y	Y

- = service not identified for this level of student
Y = Yes   N = No
* = 30% or more of those answering the questionnaire did not respond to this item

TABLE 2 (Cont'd)

Services	Is Implemented	Should Be Implemented
Resolve Interpersonal Conflicts	Y	Y
Develop Awareness of World of Work	N	Y
Deal With Physical Developmental Concerns	Y	Y
Develop Leisure Time Activities	N	Y
Understand How School Programs, Activities Relate to Work	N	Y
Realistically Assess Their Interests Values, Achievements	Y	Y
Develop Awareness of the Local Community	Y	Y

TABLE 3

Perceptions of Principals Regarding Guidance and Counselling Services for Junior High Students

Services	Is Implemented	Should Be Implemented
Improve Learning Skills	Y	Y
Develop Effective Study Habits	Y	Y
Develop Personal Characteristics and Attitudes Necessary to Get and Hold a Job	Y	Y
Plan Their Education Programs Related to Their Interests, Abilities and Career Goals	Y	Y
Learn About Use and Abuse of Alcohol and Drugs	Y	Y
Adjust to New School Situations	Y	Y
Develop Self-Confidence, Self-Esteem	Y	Y
Learn to Make Decisions to Achieve Goals	Y	Y
Deal With Negative Feelings and Attitudes That Affect School	Y	Y
Learn What The Law Requires, What Society Expects	Y	Y
Develop Understanding of Individuals and Groups	Y	Y
Develop a Positive Attitude Toward Work, Respect for Dignity of Work	Y	Y
Develop Realistic Career Goals	Y	Y
Develop Positive Attitude to School Learning	Y	Y
Gain Acceptance and Respect of Teachers, Classmates	Y	Y

- = service not identified for this level of student
Y = Yes N = No
* = 30% or more of those answering the questionnaire did not respond to this item

TABLE 3 (Cont'd)

Services	Is Implemented	Should Be Implemented
Understand How School Programs, Activities Relate to Work	Y	Y
Learn About Continuing Educational Opportunities	Y	Y
Learn About Job Searching Skills	Y	Y
Realistically Assess Their Interests Values, Achievements	Y	Y
Keep Informed About Career Opportunities in Alberta	Y	Y
Help to Meet People, Get Along, Build Friendships	Y	Y
Understand Themselves and Deal With Their Developmental Concerns	Y	Y
Declare Their Individual and Human Rights When These Are Clearly Abused	Y	Y
Select and Enter An Educational Program At a Post-Secondary Institution	N	Y
Develop Leisure Time Activities	N	Y
Seek the Help of Community Agencies for Special Concerns	Y	Y
Resolve Interpersonal Conflicts	Y	Y
Deal With Physical Developmental Concerns	Y	Y
Change Their School Program and Career Goals in Light of New Information and Changed Circumstances	N	Y
Get Appropriate Work Experience	N	N

TABLE 4
Perceptions of Principals and Senior High Students Regarding Guidance and Counselling Services for Senior High Students

Services	Is Implemented		Should Be Implemented	
	Student	Principal	Student	Principal
Improve Learning Skills	Y	Y	Y	Y
Develop Effective Study Habits	Y	Y	Y	Y
Develop Personal Characteristics and Attitudes Necessary to Get and Hold a Job	Y	Y	Y	Y
Plan Their Education Programs Related to Their Interests, Abilities and Career Goals	Y	Y	Y	Y
Learn About Use and Abuse of Alcohol and Drugs	N	Y	Y	Y
Adjust to New School Situations	Y	Y	Y	Y
Develop Self-Confidence, Self-Esteem	Y	N	Y	N
Learn to Make Decisions to Achieve Goals	Y	N	Y	N
Deal With Negative Feelings and Attitudes That Affect School	N	Y	Y	Y
Learn What The Law Requires, What Society Expects	Y	Y	Y	Y
Develop Understanding of Individuals and Groups	Y	N	Y	N
Develop a Positive Attitude Toward Work, Respect for Dignity of Work	Y	N	Y	N
Develop Realistic Career Goals	Y	Y	Y	Y
Develop Positive Attitude to School	Y	Y	Y	Y

- = service not identified for this level of student
Y = Yes N = No
* = 30% or more of those answering the questionnaire did not respond to this item

TABLE 4 (Cont'd)

Services	Is Implemented		Should Be Implemented	
	Student	Principal	Student	Principal
Gain Acceptance and Respect of Teachers, Classmates	Y	Y	Y	Y
Understand How School Relates to Work	Y	Y	Y	Y
Learn About Continuing Educational Opportunities	Y	Y	Y	Y
Learn Job Searching Skills	Y	Y	Y	Y
Realistically Assess Their Interests Values, Achievements	Y	Y	Y	Y
Keep Informed About Career Opportunities in Alberta	Y	Y	Y	Y
Help to Meet People, Get Along, Build Friendships	N	Y	Y	Y
Understand Themselves and Deal With Their Developmental Concerns	Y	Y	Y	Y
Declare Their Individual and Human Rights When These Are Clearly Abused	N	Y	Y	N
Select and Enter An Educational Program at a Post-Secondary Institution	Y	Y	Y	Y
Develop Leisure Time Activities	N	N	Y	N
Seek the Help of Community Agencies for Special Concerns	N	Y	Y	Y
Resolve Interpersonal Conflicts	N	N	Y	Y
Deal With Physical Developmental Concerns	N	-	Y	-
Change Their School Program and Career Goals in Light of New Information and Changed Circumstances	Y	-	Y	-
Get Appropriate Work Experience	Y	-	Y	-

Table 5
Perceptions of Principals and Teachers Regarding Guidance and Counselling Services for Elementary, Junior High and Senior High Teachers

	Elementary				Junior High				Senior High			
	Principals		Teachers		Principals		Teachers		Principals		Teachers	
Assist teachers to:	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented
Maintain positive attitude toward work, students	Y	Y*	Y	Y	Y	Y	Y	Y	N	Y	Y	N
Understand individual students, their developmental needs	Y	N*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Identify specific conditions that affect student learning	Y	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y	N
Evaluation student progress	Y	Y	Y	Y	Y	Y	Y	Y	N	N	N	N
Provide activities to meet student needs	Y	N*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Assess educational needs of students	Y	Y*	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Understand special characteristics of students	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Deal with specific problems in discipline, classroom management	Y	Y	Y	Y	N	Y	Y	Y	N	N	Y	N
Place students in programs suited to their needs	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Establish positive relationships with parents	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	N	N
Develop rules, appeal procedures which are fair to students	N	Y*	Y	Y	N	Y	Y	Y	N	N	N	N

Y = Yes   N = No
* = 30% or more of those answering the questionnaire did not respond to this item.

Table 5 (Cont'd)

	Elementary				Junior High				Senior High			
	Principals		Teachers		Principals		Teachers		Principals		Teachers	
Assist teachers to:	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented
Understand and cope with student interests, abilities	Y	Y*	Y	N	Y	Y	Y	Y	Y	N	Y	N
Integrate handicapped and minority students into mainstream	N	N*	Y	Y	Y	N	Y	Y*	Y	Y	Y	Y
Promote personal, social adjustment of students	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Collect accurate student information to promote student learning	Y	Y*	Y	N	Y	Y	Y	Y	Y	N	Y	N
Instruct students in study skills and values related to subject they teach	N	N*	Y	Y	Y	Y	Y	Y	N	N	Y	N*
Arrange and conduct productive parent conferences	Y	Y	Y	Y	N	Y	Y	Y	Y	N	Y	N*
Identify social, cultural, economic factors which influence student behavior	N	Y*	Y	N	Y	Y	Y	Y	Y	N	Y	N*
Explain the career implications of the subjects they teach	N	N*	N	N	Y	N	Y	Y	N	N*	Y	N*

Table 6
Perceptions of Principals and Parents Regarding Guidance and Counselling Services for Elementary, Junior High and Senior High Parents

Assist parents to:	Elementary				Junior High				Senior High			
	Principals		Parents		Principals		Parents		Principals		Parents	
	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented
Deal with their child's learning difficulties	N	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y
Deal effectively with children who have personal/social problems	Y	Y	Y	Y	Y	N	Y	Y	Y	N*	Y	Y
Obtain current information on learning opportunities provided at the school	N	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y
Identify community agencies which can provide assistance in addition to what the school provides	N	N	N	N	Y	N	Y	Y	Y	N*	Y	Y
Establish effective communication with the school staff concerning their child	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Obtain access to their child's student record and standardized test results	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	N	Y
Obtain assistance from school staff to help their child with school work	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Obtain information on school guidance and counselling programs	N	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y
Obtain the school's help and support in providing personal guidance to their children	Y	Y	Y	Y	Y	N	Y	Y	Y	N*	Y	Y

Y = Yes
N = No
* = 30% or more of those answering the questionnaire did not respond to this item.

Table 6 (Cont'd)

	Elementary				Junior High				Senior High			
	Principals		Parents		Principals		Parents		Principals		Parents	
Assist parents to:	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented	Is Implemented	Should Be Implemented
Obtain opportunities to discuss child development, problems with school staff	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	Y	Y
Inform the school of the values which they would like their child to develop	N	Y	Y	Y	N	N	Y	Y	N	N*	N	Y
Discuss long term educational and career plans of their child	N	N	Y	Y	Y	N	Y	Y	Y	N	Y	Y

1. Effectiveness of Guidance and Counselling Services Which are Currently Implemented at the Elementary Level

For each of the 21 guidance and counselling services, a majority of principals stated that each of the services for students was being implemented effectively to a moderate or greater extent. For each of the services, a very small percentage of principals stated that the services were effective to a small extent.

For 18 out of 19 guidance and counselling services for teachers, a majority of principals and teachers stated that each of the services was being implemented effectively to a moderate or greater extent. The exception was "to explain the career implications of the subjects they teach." For each of the services, small percentages of principals and teachers stated that the services were effective to a small extent. Seventeen to thirty-three percent of teachers chose the "no response" category for particular items. Eighteen to thirty-six percent of principals chose the "no response" category for individual items in this question.

A majority of principals and parents perceived that each of the 12 guidance and counselling services for parents is being implemented effectively to a moderate or greater extent. From 29% to 38% of parents chose the "no response" category for individual services on the effectiveness question.

2. Effectiveness of Guidance and Counselling Services Which are Currently Implemented at the Junior High School Level

Principals perceived that 28 out of the 30 services were being implemented effectively to a moderate or greater extent. "Develop leisure time activities" and "get appropriate work experience" were services for students which were rated as being implemented effectively to a small extent only.

A majority of principals and teachers perceived that each of the 20 services for teachers was being implemented effectively to a moderate or greater extent. Thirty-six percent of principals chose the "no response" category and from 23% to 42% of teachers chose the "no response" category for items in this question.

A majority of principals and parents stated that each of the twelve guidance and counselling services for parents was being implemented effectively to a moderate or greater extent. From 36 to 45% of principals and 30 to 40% of parents chose the "no response" category when asked to rate the effectiveness of services for parents.

3. Effectiveness of Guidance and Counselling Services Which are Currently Implemented at the Senior High School Level

A majority of principals and students indicated that all services for students were being implemented effectively to a moderate or greater extent. From 16 to 25% of students and from 17 to 33% of principals chose the "no response" category for individual services on the effectiveness question.

A majority of principals reported that all 20 guidance and counselling services for teachers were being implemented effectively to a moderate or greater extent and a majority of teachers indicated that services were implemented effectively to a somewhat lesser extent. From 48% to 63% of teachers chose the "no response" category for individual items in this question.

A majority of principals and parents stated that 11 out of 12 guidance and counselling services for parents were being implemented effectively to a moderate or greater extent. Principals stated that the service "assist parents to inform the school of the values which they would like their child to develop" was being implemented effectively to a somewhat lesser extent. From 17% to 33% of principals and from 36% to 46% of parents chose the "no response" category for individual items in this question.

J. RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES IN THE SCHOOL

At all school levels, respondents were asked to indicate who should have none, minor, and major responsibility for providing guidance and counselling services in the school for students, teachers, and parents (Tables 113-115).

1. Elementary School Level

At the elementary school level, principals stated that the major responsibility for providing guidance and counselling services for elementary school students should lie with the counsellor, teachers, parents and the principal.

Principals stated that the principal and the counsellor should have major responsibility for providing guidance and counselling services for elementary school teachers, while elementary school teachers indicated that the major responsibility for providing these services should lie with the principal, central services and the counsellor.

Principals indicated that major responsibility for the provision of guidance and counselling services for elementary school parents should lie with the principal and the counsellor.

2. Junior High Level

At the junior high school level, principals stated that the major responsibility for providing guidance and counselling services for students should lie with the counsellor, teachers, parents and the principal.

Principals stated that the principal, the counsellor and central services should share major responsibility for providing guidance and counselling services for junior high school teachers while junior high school teachers stated that the counsellor should have the major responsibility for these services.

Principals indicated that the counsellor should have major responsibility for the provision of guidance and counselling services for junior high school parents.

3. Senior High Level

At the senior high school level, principals stated that the major responsibility for providing guidance and counselling services for students should lie with the counsellor, parents and the principal.

Principals stated that the principal, the counsellor and teachers should have major responsibilities for providing guidance and counselling services for senior high school teachers, while senior high school teachers stated that the counsellor should have the major responsibility for these services.

Principals indicated that the counsellor, the principal and parents, should have major responsibility for the provision of guidance and counselling services for senior high school parents.

K. COUNSELLOR'S PERCEPTIONS REGARDING RESPONSIBILITY FOR GUIDANCE AND COUNSELLING SERVICES IN THE SCHOOL

Counsellors were asked to identify who should have none, minor and major responsibility for the specific guidance and counselling services identified by Alberta Education in the 1984 needs assessment. The results of their responses regarding who should have major responsibility appear in Tables 116-124.

L. SUGGESTIONS FOR IMPROVEMENT

1. Guidance and counselling services at the school level should be more clearly defined. At present some school staff, students and parents do not know what to expect from guidance and counselling services. District guidance and counselling staff should provide advice and assistance to school staffs in defining and implementing these services.

2. Roles and responsibilities for guidance and counselling services at the school level should be delineated and a means of coordinating the services within the school should be defined. Roles and responsibilities will vary depending on the service delivery model being used by a particular school but, regardless of the model, all school staff should know and understand what their own and others' *responsibilities are.*

3. Guidance and counselling services need to be more clearly communicated to parents, students and teachers as many of the members of these groups do not appear to have sufficient understanding of the outcomes or of the services available.

4. District guidance and counselling services need to provide more leadership, advice and assistance to school staffs to assist them in providing effective guidance and counselling services in their schools.

5. Junior high school staffs need to increase the accessibility of guidance and counselling services to students in their schools and attempt to meet student needs for these services to a greater extent than is currently the case.

6. Principals, with school staffs, should review the resources allocated for guidance and counselling services in their schools to ensure that sufficient resources are provided to offer effective guidance and counselling services.

7. Those schools choosing to use the "administrator model" for delivering guidance and counselling services should plan and implement procedures and practices which will ensure that services are delivered effectively.

8. District guidance and counselling services should continue to develop and implement programs which support the guidance and counselling objectives, such as the Operation Aware and Conflict Management programs.

9. District and school level guidance and counselling services should provide more assistance to teachers. District guidance and counselling staff could provide inservice training to assist school staffs to develop the skills, abilities and knowledge they require to implement guidance and counselling services such as those required for individual/personal counselling, group counselling, psychological test administration and interpretation, career counselling, and providing assistance to teachers. District and/or school guidance and counselling services could also provide inservice training and resource materials on topics such as developing positive self-esteem, teaching study skills, preparing grade 6 students for junior high school, identifying children with learning problems, mainstreaming handicapped children, developing strategies to deal with students with behavior problems, integrating career education into the curriculum in various subject areas, and developing career awareness activities appropriate for elementary students.

10. Curriculum Services should explore ways of relating career education to the curriculum in different subject areas. Resource materials to assist teachers in this area might be developed at the district level.

11. The CHOICES program should be reviewed to determine whether it is meeting student and staff needs as a career and post-secondary information delivery system.

12. During the 1986-87 school year, Curriculum services, with involvement of appropriate staff, need to develop a set of indicators representing guidance and counselling services. These indicators would be used to judge the effectiveness of guidance and counselling services implementation and results in the school.

M. IMPROVEMENTS CURRENTLY BEING IMPLEMENTED

1. Responsibility for district guidance and counselling services has been assigned to the three Student Services Teams with overall responsibility for planning improvements to services assigned to J. B. Davies, Supervisor Student Services. This organizational change will increase the resources available for providing leadership, advice and assistance to the schools in the area of guidance and counselling.

2. The schools have recognized the need for additional emphasis on guidance and counselling and have allocated 10.4 F.T.E. more in this area for 1986-87 than 1985-86.

3. Alberta Education has undertaken a variety of initiatives which will assist schools to provide guidance and counselling services and place additional emphasis on these services. These initiatives include the development of policies and procedures for guidance and counselling and career education, the provision of additional resource materials and changes to the elementary and junior high health curriculum to place increased emphasis on self-esteem, career development and self-development. They are also in the process of developing a mandatory course for senior high school which deals with self-management, career development, well-being, and financial management.

4. Edmonton Public Schools has undertaken several initiatives to assist schools in providing more effective guidance and counselling services and to place additional emphasis on these services. These initiatives include developing a Board policy on guidance and counselling services, developing a model of a school-based student services program, developing a staff, community and student program to enhance positive self-esteem, and adding a half-time consultant to district guidance and counselling services for the 1986-87 school year.

August 5, 1986

Appendix A

Major Questions Addressed in the Review

Guidance and Counselling Program Review
Major Questions Addressed in the Review

QUESTIONS

Program Implementation

1. To what extent are guidance and counselling services [(a) guidance, (b) counselling, (c) career counselling] being implemented in district schools, K-12?

Achievement of Intended Results

2. What are the intended results of guidance and counselling services for (a) guidance, (b) counselling, and (c) career counselling? To what extent are the intended results of guidance and counselling services appropriate for students, teachers, and parents? What outcomes, if any, are exclusive to guidance and counselling?

3. To what extent are the intended results of guidance and counselling services being achieved for (a) guidance, (b) counselling, and (c) career counselling?

4. What strategies are used to achieve the results of each of the three components of guidance and counselling services?

Alberta Education and Board Requirements

5. To what extent are (a) Alberta Education and (b) the Board of Trustees' requirements for guidance and counselling services being met in district schools, K-12?

Resource Allocations

6. What resources are currently being allocated to guidance and counselling services in district schools, K-12? Are there major differences in resource allocations among different schools of the same type? To what extent are the resources allocated adequate to provide guidance and counselling services?

Service Delivery Models

7. What delivery models are being used to provide guidance and counselling services in district schools (elementary, elementary-junior high, junior high, senior high schools)? What are the similarities and differences, and advantages and disadvantages of the different delivery models being used? What is the range of guidance and counselling services provided in district schools? Compare the achievement of outcomes in the different service delivery models.

8. What services are provided by Bureau Services to schools with and without designated counsellors? Describe and highlight differences in services provided. What services should Bureau Services provide to schools with and without counsellors?

9. What procedures, practices, and organization within the school have been implemented by principals to ensure that students in their schools receive effective guidance and counselling services?

Services (Outcomes)

10. What services (outcomes) should be included in guidance and counselling, K-12, in the schools?

11. To what extent are the various guidance and counselling outcomes or services [(a) guidance, (b) counselling, (c) career counselling] being implemented? How effectively are the various guidance and counselling services implemented? Are these the services which should be implemented?

Community Resources and Services

12. What community agencies and organizations provide services which complement or supplement district guidance and counselling services. To what extent are district schools (a) aware of and (b) use these community resources? Are students referred promptly for such services? How and by whom are students referred for such services? (Including career education.)

Roles and Responsibilities

13. Within the schools who (a) has and (b) should have primary/secondary responsibility for facilitating the achievement of each of the guidance and counselling outcomes for students, staff and parents?

14. What is the role of teachers in facilitating the achievement of guidance and counselling outcomes? Are these responsibilities identified and made known to teachers?

15. Who provides guidance and counselling services in district schools? What assistance is being provided and is needed to increase classroom teachers ability to identify and respond sensitively to students in need of assistance?

Qualifications (Skills, Abilities, Knowledge)

16. What professional qualifications do guidance and counselling staff currently have? What qualifications should they have?

17. What are the job responsibilities of staff members who specialize in providing particular guidance and counselling services? Are the skills, abilities and knowledge of these staff members appropriate for the resonsiblities assigned?

18. What is the definition of "qualified counsellor"?

Students — Accessibility, Needs

19. To what extent are guidance and counselling services accessible to all students?

20. To what extent are students needs for guidance and counselling services being met (comparison with how much is needed with how much is done)?

Provision of Advice to Teachers and Students

21. How do school staff deal with a student that has a problem? What procedures exist and are needed to assist school staff to deal with students who have problems?

22. Who do students and teachers turn to when they need advice? Why do they turn to this person for advice? What support mechanisms are provided to assist staff to advise students?

Provision of a Caring Environment

23. To what extent are learning experiences provided in "a caring environment in the breadest sense in Edmonton Public Schools" to students [and staff] in district schools, K-12?

Choices of Programs and Courses

24. To what extent are students making informed choices with respect to options and programs? To what extent are students knowledgeable about the implications of their choices?

25. To what extent are parents sufficiently informed about and involved in choosing options and programs for their child? To what extent are parents aware of the implications of these choices?

26. How do schools prepare students to make choices of options and programs?

Integration of Services Into School Programs

27. To what extent are guidance and counselling services an integral component of regular school programs and services? If they are not, how can they be made an integral component?

Effectiveness of Services

28. What guidance and counselling crisis intervention procedures are used in district schools, K-12?

29. How are services provided by Consulting Services, Bureau Services, and CAPE articulated and integrated with guidance and counselling services in the schools?

30. To what extent are there waiting lists for students for different types of guidance and counselling services in district schools? How soon do students receive assistance when they need it?

31. What are the perceptions of students, parents, teachers, principals, and Central Services staff regarding the effectiveness of guidance and counselling services? Are these respondents satisfied with the services and do they think they are adequate?

32. To what extent are students, parents and teachers satisfied with the Choices Program in junior and senior high schools? To what extent is the Choices Program integrated with the career development or guidance program in the school? Are there print and media materials to support the Choices Program in the school?

33. To what extent are students, parents and teachers satisfied with grade 9 Guidance?

34. How effective is the Conflict Management Program operating in 120 elementary, junior and senior high schools in the district?

35. How effective is "Operation Aware" in grade 6 in the schools in which it is being field tested?

36. To what extent are school staff satisfied with the advice, assistance and leadership provided by district guidance and counselling services?

37. How effective are district guidance and counselling services in terms of providing leadership in such areas as giving "leading edge" advice, recommending effective practices, and identifying and promulgating effective practices?

38. What district guidance and counselling support services are needed by the schools (e.g., information on scholarships, student follow-up in post-secondary institutions, admission criteria post-secondary institutions)?

Career Education Services

39. What activities should be included in Career Education Services, K-12, in the schools?

40. To what extent are Career Education Services available to all students?

41. To what extent are Career Education Services an integral component of regular school programs and services? If they are not, how can they be made an integral component?

42. What community/government agencies and organizations provide services which compliment or supplement district Career Education Services? To what extent are schools, a) aware of and b) use these outside resources? Are students referred for such services? How and by whom are students referred for such services?

43. Who provides Career Education Services in district schools? What assistance is being provided and is needed to increase classroom teachers ability to identify and respond sensitively to students in need of assistance?

44. What procedures have been implemented by principals to ensure that students in their schools receive effective Career Education Services?

45. To what extent are students needs for Career Education Services being met (comparison with how much is needed with how much is done)?

July 12, 1985

Appendix B

Advisory Committee Members and On-Site Observation Team Members

Guidance and Counselling Program Review

Advisory Committee Members

1. Ilene Larsen, Counsellor, Grace Martin
2. Lorne Garner, Counsellor, Dan Knott
3. Edna Magee, Counsellor, Strathcona
4. Doug Krenz, Principal Dovercourt
5. Norm Diemert, Principal Avalon
6. Curt Lund, Principal, McNally
7. Don Chomyc, Consultant Guidance and Counselling Services (EPS)
8. Al Nichols, Director Student Placement (EPS)
9. Harvey Zingle, Chairman Dept. of Educational Psychology, University of Alberta
10. Clarence Rhodes, Education Consultant, Alberta Education
11. Fred French, Member at Large
12. Parent

On-site Observation Team Members

1. Donna Mitchell, Supervisor Pupil Services, County of Strathcona
2. Don Chomyc, Consultant Guidance and Counselling Services (EPS)
3. Ilene Larsen, Counsellor, Grace Martin
4. Al Nichols, Director, Student Placement (EPS)

Appendix C

Statistical Tables From Questionnaire Results

TABLE 1
ELEMENTARY SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
UNDERSTAND THEIR OWN STRENGTHS AND LIMITATIONS.					
1	4%	4%	5%	0%	0%
2	11%	17%	11%	0%	11%
3	43%	35%	34%	39%	44%
4	39%	40%	36%	44%	33%
5	4%	4%	15%	11%	11%
NO RESPONSE	0%	0%	0%	6%	0%
KNOW HOW TO RAISE THEIR SELF-ESTEEM & DEVELOP A CONFIDENT AND OPTIMISTIC VIEW OF THEMSELVES.					
1	7%	6%	9%	0%	0%
2	14%	29%	16%	6%	11%
3	32%	27%	34%	56%	33%
4	39%	33%	28%	22%	56%
5	0%	6%	13%	6%	0%
NO RESPONSE	7%	0%	0%	11%	0%
HAVE PRACTISED SKILLS THEY CAN USE TO DEVELOP & MAINTAIN EFFECTIVE HUMAN RELATIONSHIPS.					
1	4%	6%	4%	0%	0%
2	7%	6%	10%	6%	0%
3	18%	40%	25%	33%	56%
4	61%	42%	38%	39%	33%
5	7%	6%	21%	17%	11%
NO RESPONSE	4%	0%	1%	6%	0%
HAVE PRACTISED DECISION MAKING AND PROBLEM SOLVING SKILLS THEY CAN USE.					
1	4%	4%	4%	0%	0%
2	4%	6%	14%	0%	0%
3	32%	38%	34%	33%	67%
4	46%	38%	29%	50%	33%
5	14%	10%	18%	6%	0%
NO RESPONSE	0%	4%	1%	11%	0%

TABLE 1 CONT'D

ELEMENTARY SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
HAVE LEARNED EFFECTIVE STRATEGIES AND STUDY SKILLS THEY CAN USE TO IMPROVE THEIR LEVELS OF ACHIEVEMENT					
1	4%	6%	9%	0%	0%
2	7%	10%	20%	0%	0%
3	39%	37%	35%	61%	22%
4	46%	38%	26%	33%	67%
5	4%	4%	8%	0%	11%
NO RESPONSE	0%	6%	0%	6%	0%

TABLE 2

JUNIOR HIGH SCHOOLS
"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
UNDERSTAND THEIR OWN STRENGTHS AND LIMITATIONS.						
1	3%	0%	4%	3%	0%	0%
2	7%	0%	15%	14%	0%	25%
3	30%	36%	50%	30%	44%	25%
4	45%	55%	27%	36%	44%	25%
5	16%	9%	0%	15%	11%	0%
NO RESPONSE	0%	0%	4%	1%	0%	25%
KNOW HOW TO RAISE THEIR SELF-ESTEEM & DEVELOP A CONFIDENT AND OPTIMISTIC VIEW OF THEMSELVES.						
1	5%	0%	4%	8%	11%	25%
2	10%	0%	15%	23%	0%	25%
3	35%	45%	65%	32%	56%	25%
4	36%	45%	12%	26%	33%	25%
5	13%	9%	0%	9%	0%	0%
NO RESPONSE	1%	0%	4%	2%	0%	0%
HAVE PRACTISED SKILLS THEY CAN USE TO DEVELOP & MAINTAIN EFFECTIVE HUMAN RELATIONSHIPS.						
1	5%	0%	0%	4%	0%	0%
2	11%	0%	35%	15%	11%	25%
3	22%	27%	31%	35%	56%	25%
4	39%	73%	27%	30%	33%	50%
5	22%	0%	4%	15%	0%	0%
NO RESPONSE	1%	0%	4%	1%	0%	0%

TABLE 2 CONT'D

JUNIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
HAVE PRACTISED DECISION MAKING AND PROBLEM SOLVING SKILLS THEY CAN USE.						
1	6%	0%	0%	5%	0%	0%
2	10%	9%	19%	22%	11%	25%
3	35%	18%	42%	30%	56%	25%
4	34%	55%	31%	30%	22%	50%
5	14%	18%	0%	10%	11%	0%
NO RESPONSE	0%	0%	8%	2%	0%	0%
HAVE LEARNED EFFECTIVE STRATEGIES AND STUDY SKILLS THEY CAN USE TO IMPROVE THEIR LEVELS OF ACHIEVEMENT						
1	8%	0%	4%	15%	11%	0%
2	14%	0%	15%	21%	0%	25%
3	36%	9%	27%	28%	44%	50%
4	27%	64%	38%	24%	22%	25%
5	15%	27%	12%	11%	22%	0%
NO RESPONSE	1%	0%	4%	1%	0%	0%
HAVE ACQUIRED KNOWLEDGE AND PRACTISED STRATEGIES THEY CAN USE TO CHOOSE AND DEVELOP CAREERS.						
1	16%	0%	4%	34%	11%	0%
2	20%	9%	15%	28%	11%	25%
3	25%	18%	27%	21%	22%	75%
4	23%	36%	31%	13%	44%	0%
5	16%	36%	19%	2%	11%	0%
NO RESPONSE	1%	0%	4%	2%	0%	0%

TABLE 3

SENIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
UNDERSTAND THEIR OWN STRENGTHS AND LIMITATIONS.						
1	2%	0%	11%	3%	0%	0%
2	4%	17%	11%	6%	0%	0%
3	24%	17%	44%	32%	50%	75%
4	54%	67%	30%	43%	50%	0%
5	17%	0%	0%	16%	0%	25%
NO RESPONSE	0%	0%	4%	0%	0%	0%
KNOW HOW TO RAISE THEIR SELF-ESTEEM & DEVELOP A CONFIDENT AND OPTIMISTIC VIEW OF THEMSELVES.						
1	4%	0%	11%	5%	0%	0%
2	12%	17%	15%	10%	17%	25%
3	34%	33%	41%	27%	67%	25%
4	39%	50%	30%	43%	17%	25%
5	11%	0%	0%	15%	0%	25%
NO RESPONSE	1%	0%	4%	1%	0%	0%
HAVE PRACTISED SKILLS THEY CAN USE TO DEVELOP & MAINTAIN EFFECTIVE HUMAN RELATIONSHIPS.						
1	3%	0%	0%	4%	17%	0%
2	8%	33%	11%	5%	0%	25%
3	26%	17%	37%	31%	50%	50%
4	44%	17%	41%	38%	17%	0%
5	19%	33%	7%	21%	17%	25%
NO RESPONSE	0%	0%	4%	1%	0%	0%
HAVE PRACTISED DECISION MAKING AND PROBLEM SOLVING SKILLS THEY CAN USE.						
1	3%	0%	4%	2%	0%	0%
2	11%	0%	11%	11%	0%	50%
3	34%	50%	33%	33%	17%	25%
4	38%	50%	41%	39%	67%	0%
5	15%	0%	4%	15%	17%	25%
NO RESPONSE	1%	0%	7%	0%	0%	0%

TABLE 3 CONT'D

SENIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
HAVE LEARNED EFFECTIVE STRATEGIES AND STUDY SKILLS THEY CAN USE TO IMPROVE THEIR LEVELS OF ACHIEVEMENT						
1	6%	0%	0%	10%	0%	0%
2	17%	17%	26%	19%	0%	50%
3	35%	50%	41%	32%	33%	25%
4	32%	17%	22%	24%	33%	0%
5	10%	17%	7%	15%	33%	25%
NO RESPONSE	1%	0%	4%	0%	0%	0%
HAVE ACQUIRED KNOWLEDGE AND PRACTISED STRATEGIES THEY CAN USE TO CHOOSE AND DEVELOP CAREERS.						
1	10%	0%	0%	10%	0%	0%
2	20%	33%	11%	21%	0%	25%
3	30%	33%	33%	34%	17%	0%
4	25%	17%	22%	21%	67%	50%
5	14%	17%	30%	14%	17%	25%
NO RESPONSE	0%	0%	4%	1%	0%	0%

TABLE 4

ELEMENTARY SCHOOLS
"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING COUNSELLING OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
KNOW WHEN AND HOW TO OBTAIN COUNSELLING ASSISTANCE.					
1	7%	10%	24%	0%	0%
2	7%	21%	19%	0%	33%
3	25%	17%	21%	6%	22%
4	32%	23%	20%	44%	22%
5	25%	29%	15%	50%	22%
NO RESPONSE	4%	0%	2%	0%	0%
RECEIVE EFFECTIVE ASSISTANCE IN RESOLVING PERSONAL PROBLEMS.					
1	0%	2%	10%	0%	0%
2	4%	15%	14%	0%	11%
3	18%	19%	26%	0%	33%
4	46%	37%	27%	61%	33%
5	32%	27%	16%	39%	22%
NO RESPONSE	0%	0%	7%	0%	0%
KNOW HOW TO DEFINE & RESOLVE THEIR PROBLEMS; ANTICIPATE & MINIMIZE DIFFICULTIES.					
1	0%	10%	11%	0%	0%
2	11%	10%	17%	11%	11%
3	50%	37%	39%	44%	44%
4	29%	38%	24%	22%	44%
5	7%	2%	7%	17%	0%
NO RESPONSE	4%	4%	2%	6%	0%

TABLE 5

JUNIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING COUNSELLING
OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
KNOW WHEN AND HOW TO OBTAIN COUNSELLING ASSISTANCE.						
1	15%	0%	4%	11%	0%	0%
2	18%	9%	0%	12%	0%	0%
3	30%	9%	23%	31%	44%	50%
4	18%	36%	42%	20%	33%	25%
5	18%	45%	31%	23%	22%	25%
NO RESPONSE	1%	0%	0%	3%	0%	0%
RECEIVE EFFECTIVE ASSISTANCE IN RESOLVING PERSONAL PROBLEMS.						
1	15%	0%	0%	16%	0%	0%
2	18%	0%	0%	19%	0%	0%
3	28%	27%	31%	27%	33%	25%
4	24%	45%	38%	19%	56%	25%
5	12%	27%	31%	11%	11%	25%
NO RESPONSE	2%	0%	0%	9%	0%	25%
KNOW HOW TO DEFINE & RESOLVE THEIR PROBLEMS; ANTICIPATE & MINIMIZE DIFFICULTIES.						
1	5%	0%	4%	7%	0%	0%
2	11%	9%	23%	25%	11%	25%
3	36%	45%	42%	33%	78%	25%
4	32%	45%	27%	25%	11%	50%
5	14%	0%	0%	7%	0%	0%
NO RESPONSE	1%	0%	4%	2%	0%	0%

TABLE 6

SENIOR HIGH SCHOOLS
"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING COUNSELLING
OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
KNOW WHEN AND HOW TO OBTAIN COUNSELLING ASSISTANCE.						
1	7%	0%	7%	4%	0%	0%
2	18%	0%	0%	12%	0%	0%
3	25%	0%	15%	24%	17%	0%
4	27%	50%	41%	35%	33%	50%
5	22%	50%	37%	26%	50%	50%
NO RESPONSE	1%	0%	0%	0%	0%	0%
RECEIVE EFFECTIVE ASSISTANCE IN RESOLVING PERSONAL PROBLEMS.						
1	17%	0%	4%	11%	0%	0%
2	18%	0%	0%	13%	0%	0%
3	27%	33%	33%	31%	17%	25%
4	24%	50%	41%	20%	67%	25%
5	10%	17%	19%	16%	17%	50%
NO RESPONSE	4%	0%	4%	9%	0%	0%
KNOW HOW TO DEFINE & RESOLVE THEIR PROBLEMS: ANTICIPATE & MINIMIZE DIFFICULTIES.						
1	3%	0%	4%	4%	0%	0%
2	12%	0%	15%	11%	0%	25%
3	32%	67%	56%	35%	100%	50%
4	41%	33%	11%	38%	0%	25%
5	11%	0%	4%	11%	0%	0%
NO RESPONSE	1%	0%	11%	1%	0%	0%

TABLE 7

JUNIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING CAREER DEVELOPMENT OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
ON GRADUATION HAVE MADE SOME DECISIONS ABOUT THE CAREER THEY WOULD LIKE TO PURSUE.						
1	8%	0%	0%	15%	0%	0%
2	8%	27%	8%	17%	0%	25%
3	18%	9%	50%	26%	56%	25%
4	28%	18%	27%	24%	22%	25%
5	38%	36%	12%	15%	22%	0%
NO RESPONSE	0%	9%	4%	3%	0%	25%
KNOW STEPS THEY NEED TO TAKE AFTER COMPLETING SCHOOL TO PROGRESS TOWARD THEIR CHOSEN CAREER.						
1	14%	0%	0%	19%	0%	0%
2	12%	0%	8%	23%	0%	50%
3	23%	18%	31%	20%	22%	0%
4	28%	45%	38%	20%	56%	50%
5	23%	27%	19%	17%	22%	0%
NO RESPONSE	0%	9%	4%	2%	0%	0%
ARE AWARE OF THE SKILLS NEEDED TO ACHIEVE CAREER CHOICES.						
1	9%	0%	0%	17%	0%	0%
2	13%	9%	12%	22%	0%	50%
3	23%	27%	38%	23%	33%	25%
4	28%	36%	31%	20%	44%	25%
5	27%	18%	19%	16%	22%	0%
NO RESPONSE	1%	9%	0%	3%	0%	0%
UNDERSTAND THEIR PERSONAL CAPABILITIES, STRENGTHS AND WEAKNESSES.						
1	0%	0%	0%	8%	0%	0%
2	0%	0%	15%	19%	11%	25%
3	0%	55%	54%	32%	44%	50%
4	0%	27%	27%	26%	33%	25%
5	0%	18%	4%	13%	11%	0%
NO RESPONSE	0%	0%	0%	2%	0%	0%

TABLE 7 CONT'D

JUNIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING CAREER DEVELOPMENT OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
DEMONSTRATE COMPETENCE IN GATHERING INFORMATION, PLANNING, SOLVING PROBLEMS & MAKING DECISIONS REGARDING CAREER CHOICE.						
1	11%	0%	0%	19%	0%	0%
2	13%	0%	31%	26%	11%	25%
3	37%	45%	35%	32%	67%	25%
4	26%	45%	23%	13%	11%	50%
5	12%	9%	8%	7%	11%	0%
NO RESPONSE	1%	0%	4%	3%	0%	0%

TABLE 8

SENIOR HIGH SCHOOLS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING CAREER DEVELOPMENT OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
ON GRADUATION HAVE MADE SOME DECISIONS ABOUT THE CAREER THEY WOULD LIKE TO PURSUE.						
1	8%	0%	4%	9%	0%	0%
2	10%	0%	0%	10%	0%	0%
3	16%	33%	19%	24%	0%	50%
4	28%	33%	52%	32%	100%	25%
5	37%	33%	22%	25%	0%	25%
NO RESPONSE	1%	0%	4%	1%	0%	0%
KNOW STEPS THEY NEED TO TAKE AFTER COMPLETING SCHOOL TO PROGRESS TOWARD THEIR CHOSEN CAREER.						
1	8%	0%	0%	8%	0%	0%
2	14%	0%	7%	11%	0%	0%
3	27%	17%	15%	24%	33%	25%
4	27%	67%	52%	27%	17%	25%
5	23%	17%	22%	26%	50%	50%
NO RESPONSE	1%	0%	4%	4%	0%	0%
ARE AWARE OF THE SKILLS NEEDED TO ACHIEVE CAREER CHOICES.						
1	5%	0%	4%	7%	0%	0%
2	12%	17%	7%	7%	0%	0%
3	24%	50%	15%	29%	33%	50%
4	33%	0%	67%	34%	33%	25%
5	27%	33%	7%	22%	33%	25%
NO RESPONSE	0%	0%	0%	1%	0%	0%
UNDERSTAND THEIR PERSONAL CAPABILITIES. STRENGTHS AND WEAKNESSES.						
1	-	0%	4%	4%	0%	0%
2	-	17%	11 %	7%	0%	0%
3	-	33%	41 %	30%	50%	0%
4	-	50%	44 %	35%	33%	100%
5	-	0%	0 %	23%	17%	0%
NO RESPONSE	-	0%	0 %	1%	0%	0%

TABLE 8 CONT'D

SENIOR HIGH SCHOOLS
"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING CAREER DEVELOPMENT OUTCOMES IS BEING ACHIEVED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
DEMONSTRATE COMPETENCE IN GATHERING INFORMATION, PLANNING, SOLVING PROBLEMS & MAKING DECISIONS REGARDING CAREER CHOICE.						
1	4%	0%	0%	8%	0%	0%
2	14%	17%	11%	15%	0%	0%
3	38%	33%	56%	34%	50%	75%
4	31%	33%	30%	25%	33%	25%
5	11%	17%	4%	15%	17%	0%
NO RESPONSE	1%	0%	0%	2%	0%	0%

TABLE 9

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE THE OUTCOMES OF GUIDANCE AND COUNSELLING SERVICES APPROPRIATE FOR STUDENTS IN YOUR SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18	ON-SITE OBSERVER N=9
GUIDANCE OUTCOMES				
1	7%	6%	0%	0%
2	4%	8%	0%	0%
3	36%	33%	28%	22%
4	43%	31%	50%	56%
5	7%	15%	17%	22%
NO RESPONSE	4%	8%	6%	0%
COUNSELLING OUTCOMES				
1	7%	6%	0%	0%
2	4%	10%	0%	0%
3	21%	25%	17%	44%
4	57%	29%	56%	44%
5	7%	21%	22%	11%
NO RESPONSE	4%	10%	6%	0%

TABLE 10

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE THE OUTCOMES OF GUIDANCE AND COUNSELLING SERVICES APPROPRIATE FOR STUDENTS IN YOUR SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9	ON-SITE OBSERVER N=4
GUIDANCE OUTCOMES				
2	0%	8%	0%	25%
3	27%	38%	33%	50%
4	55%	31%	56%	25%
5	18%	19%	11%	0%
NO RESPONSE	0%	4%	0%	0%
COUNSELLING OUTCOMES				
2	0%	0%	0%	25%
3	18%	31%	44%	25%
4	73%	46%	44%	25%
5	9%	19%	11%	25%
NO RESPONSE	0%	4%	0%	0%
CAREER DEVELOPMENT OUTCOMES				
1	9%	0%	11%	0%
2	0%	12%	0%	50%
3	36%	23%	33%	25%
4	36%	46%	44%	25%
5	18%	15%	11%	0%
NO RESPONSE	0%	4%	0%	0%

TABLE 11

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE THE OUTCOMES OF GUIDANCE AND COUNSELLING SERVICES APPROPRIATE FOR STUDENTS IN YOUR SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
GUIDANCE OUTCOMES				
2	0%	0%	0%	25%
3	33%	33%	17%	0%
4	33%	44%	50%	0%
5	33%	15%	33%	75%
NO RESPONSE	0%	7%	0%	0%
COUNSELLING OUTCOMES				
2	0%	4%	0%	0%
3	50%	19%	0%	0%
4	33%	48%	67%	25%
5	17%	22%	33%	75%
NO RESPONSE	0%	7%	0%	0%
CAREER DEVELOPMENT OUTCOMES				
2	0%	4%	0%	25%
3	33%	11%	17%	0%
4	33%	48%	50%	0%
5	33%	30%	33%	75%
NO RESPONSE	0%	7%	0%	0%

TABLE 12

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES CONSISTENT WITH DISTRICT EXPECTATIONS FOR STUDENT LEARNING AND DEVELOPMENT?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	0%	4%	0%	0%
2	4%	12%	0%	0%
3	39%	31%	11%	33%
4	43%	27%	50%	44%
5	11%	19%	33%	22%
NO RESPONSE	4%	8%	6%	0%

TABLE 13

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES CONSISTENT WITH DISTRICT EXPECTATIONS FOR STUDENT LEARNING AND DEVELOPMENT?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9	ON-SITE OBSERVER N=4
2	0%	4%	0%	25%
3	9%	31%	22%	0%
4	73%	31%	56%	50%
5	18%	19%	22%	0%
NO RESPONSE	0%	15%	0%	25%

TABLE 14

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES CONSISTENT WITH DISTRICT EXPECTATIONS FOR STUDENT LEARNING AND DEVELOPMENT?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
2	17%	7%	0%	0%
3	17%	26%	17%	25%
4	50%	30%	33%	0%
5	17%	22%	50%	75%
NO RESPONSE	0%	15%	0%	0%

TABLE 15

ELEMENTARY SCHOOLS
"TO WHAT EXTENT DO GUIDANCE AND COUNSELLING SERVICES CONFORM TO ALBERTA EDUCATION REQUIREMENTS"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
	PRINCIPAL N=28	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	4%	0%	0%
2	7%	0%	0%
3	32%	11%	67%
4	32%	44%	33%
5	11%	39%	0%
NO RESPONSE	14%	6%	0%

TABLE 16

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT DO GUIDANCE AND COUNSELLING SERVICES CONFORM TO ALBERTA EDUCATION REQUIREMENTS?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
	PRINCIPAL N=11	COUNSELLOR N=9	ON-SITE OBSERVER N=4
2	0%	0%	25%
3	27%	33%	25%
4	64%	44%	25%
5	9%	22%	0%
NO RESPONSE	0%	0%	25%

TABLE 17

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT DO GUIDANCE AND COUNSELLING SERVICES CONFORM TO ALBERTA EDUCATION REQUIREMENTS?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
	PRINCIPAL N=6	COUNSELLOR N=6	ON-SITE OBSERVER N=4
2	17%	0%	0%
3	33%	17%	50%
4	50%	50%	0%
5	0%	33%	50%

TABLE 18

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES ACCESSIBLE TO ALL STUDENTS IN YOUR SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	4%	8%	13%	0%	0%
2	4%	15%	11%	6%	33%
3	25%	15%	25%	0%	11%
4	25%	29%	22%	39%	44%
5	39%	31%	21%	56%	11%
NO RESPONSE	4%	2%	9%	0%	0%

TABLE 19

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES ACCESSIBLE TO ALL STUDENTS IN YOUR SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	15%	0%	0%	7%	0%	0%
2	17%	0%	27%	17%	0%	0%
3	31%	9%	12%	21%	22%	25%
4	21%	27%	31%	25%	22%	25%
5	14%	64%	31%	19%	56%	25%
NO RESPONSE	2%	0%	0%	11%	0%	25%

TABLE 20

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES ACCESSIBLE TO ALL STUDENTS IN YOUR SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	5%	0%	0%	2%	0%	0%
2	7%	0%	7%	5%	17%	0%
3	28%	33%	4%	28%	0%	25%
4	33%	33%	59%	31%	50%	50%
5	24%	33%	30%	30%	33%	25%
NO RESPONSE	3%	0%	0%	4%	0%	0%

TABLE 21

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE STUDENT NEEDS FOR GUIDANCE AND COUNSELLING SERVICES BEING MET?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	0%	2%	12%	0%	0%
2	4%	17%	11%	6%	11%
3	39%	40%	26%	11%	33%
4	43%	29%	24%	56%	44%
5	11%	8%	14%	28%	11%
NO RESPONSE	4%	4%	13%	0%	0%

TABLE 22

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE STUDENT NEEDS FOR GUIDANCE AND COUNSELLING SERVICES BEING MET?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	22%	0%	0%	13%	0%	0%
2	18%	0%	27%	16%	22%	50%
3	28%	18%	23%	28%	33%	0%
4	20%	73%	35%	21%	33%	50%
5	10%	9%	12%	10%	11%	0%
NO RESPONSE	2%	0%	4%	12%	0%	0%

TABLE 23

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE STUDENT NEEDS FOR GUIDANCE AND COUNSELLING SERVICES BEING MET?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	8%	0%	0%	6%	0%	25%
2	14%	17%	7%	10%	17%	0%
3	34%	50%	22%	35%	0%	0%
4	25%	17%	56%	28%	83%	50%
5	12%	17%	15%	15%	0%	25%
NO RESPONSE	7%	0%	0%	7%	0%	0%

TABLE 24

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE LEARNING EXPERIENCES PROVIDED
IN A CARING ENVIRONMENT IN YOUR SCHOOL"
1 = TO A SMALL EXTENT   5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	0%	0%	3%	0%	0%
2	0%	0%	6%	0%	0%
3	7%	8%	24%	6%	0%
4	43%	50%	33%	22%	78%
5	43%	42%	30%	72%	22%
NO RESPONSE	7%	0%	3%	0%	0%

TABLE 25

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE LEARNING EXPERIENCES PROVIDED
IN A CARING ENVIRONMENT IN YOUR SCHOOL"
1 = TO A SMALL EXTENT   5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	8%	0%	0%	6%	0%	0%
2	13%	0%	4%	10%	0%	0%
3	36%	9%	12%	32%	33%	25%
4	27%	18%	54%	28%	56%	75%
5	13%	73%	31%	15%	11%	0%
NO RESPONSE	3%	0%	0%	9%	0%	0%

TABLE 26

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE LEARNING EXPERIENCES PROVIDED
IN A CARING ENVIRONMENT IN YOUR SCHOOL"
1 = TO A SMALL EXTENT   5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	6%	0%	0%	4%	0%	0%
2	13%	0%	4%	7%	0%	0%
3	37%	33%	11%	35%	17%	0%
4	33%	33%	63%	35%	67%	100%
5	9%	33%	19%	13%	17%	0%
NO RESPONSE	2%	0%	4%	5%	0%	0%

TABLE 27

JUNIOR HIGH SCHOOLS

"HAVE YOU USED THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES IN THE PAST YEAR?"

	RESPONDENT GROUP
	STUDENT N=532
PERSONAL COUNSELLING	
YES	20%
NO	78%
NO RESPONSE	3%
COURSE & PROGRAM SELECTION	
YES	26%
NO	71%
NO RESPONSE	3%
CAREER COUNSELLING	
YES	9%
NO	87%
NO RESPONSE	4%
PROVISION OF POST-SECONDARY EDUCATION INFORMATION	
YES	10%
NO	86%
NO RESPONSE	5%
OTHER	
YES	7%
NO	23%
NO RESPONSE	69%

TABLE 28

SENIOR HIGH SCHOOLS

"HAVE YOU USED THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES IN THE PAST YEAR?"

	RESPONDENT GROUP
	STUDENT N=565
PERSONAL COUNSELLING	
YES	16%
NO	80%
NO RESPONSE	4%
COURSE & PROGRAM SELECTION	
YES	47%
NO	50%
NO RESPONSE	4%
CAREER COUNSELLING	
YES	34%
NO	63%
NO RESPONSE	3%
PROVISION OF POST-SECONDARY EDUCATION INFORMATION	
YES	36%
NO	60%
NO RESPONSE	5%
OTHER	
YES	6%
NO	0%
NO RESPONSE	94%

TABLE 29

JUNIOR HIGH SCHOOLS

"HOW LONG DID YOU HAVE TO WAIT FOR THE GUIDANCE AND COUNSELLING SERVICES YOU USED?"

	RESPONDENT GROUP
	STUDENT N=532
PERSONAL COUNSELLING	
< 2 WEEKS	15%
2-3 WEEKS	5%
4-5 WEEKS	1%
MORE THAN 5 WEEKS	4%
NO RESPONSE	76%
COURSE & PROGRAM SELECTION	
< 2 WEEKS	13%
2-3 WEEKS	6%
4-5 WEEKS	2%
MORE THAN 5 WEEKS	3%
NO RESPONSE	76%
CAREER COUNSELLING	
< 2 WEEKS	7%
2-3 WEEKS	4%
4-5 WEEKS	0%
MORE THAN 5 WEEKS	3%
NO RESPONSE	86%
PROVISION OF POST-SECONDARY EDUCATION INFORMATION	
< 2 WEEKS	6%
2-3 WEEKS	2%
4-5 WEEKS	2%
MORE THAN 5 WEEKS	3%
NO RESPONSE	87%
OTHER	
< 2 WEEKS	4%
2-3 WEEKS	2%
4-5 WEEKS	1%
MORE THAN 5 WEEKS	1%
NO RESPONSE	92%

TABLE 30

SENIOR HIGH SCHOOLS
"HOW LONG DID YOU HAVE TO WAIT FOR THE GUIDANCE AND COUNSELLING SERVICES YOU USED?"

	RESPONDENT GROUP
	STUDENT N=565
PERSONAL COUNSELLING	
< 2 WEEKS	16%
2-3 WEEKS	2%
4-5 WEEKS	0%
MORE THAN 5 WEEKS	1%
NO RESPONSE	81%
COURSE & PROGRAM SELECTION	
< 2 WEEKS	34%
2-3 WEEKS	6%
4-5 WEEKS	2%
MORE THAN 5 WEEKS	2%
NO RESPONSE	55%
CAREER COUNSELLING	
< 2 WEEKS	23%
2-3 WEEKS	5%
4-5 WEEKS	2%
MORE THAN 5 WEEKS	3%
NO RESPONSE	67%
PROVISION OF POST-SECONDARY EDUCATION INFORMATION	
< 2 WEEKS	27%
2-3 WEEKS	4%
4-5 WEEKS	2%
MORE THAN 5 WEEKS	2%
NO RESPONSE	65%
OTHER	
< 2 WEEKS	4%
2-3 WEEKS	1%
4-5 WEEKS	0%
MORE THAN 5 WEEKS	1%
NO RESPONSE	95%

TABLE 31

JUNIOR HIGH SCHOOLS

"INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE GUIDANCE AND COUNSELLING SERVICES YOU HAVE USED IN THE PAST YEAR"

1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP
	STUDENT N=532
PERSONAL COUNSELLING	
1	5%
2	3%
3	9%
4	6%
5	6%
NO RESPONSE	71%
COURSE & PROGRAM SELECTION	
1	4%
2	2%
3	12%
4	10%
5	4%
NO RESPONSE	69%
CAREER COUNSELLING	
1	4%
2	2%
3	7%
4	5%
5	3%
NO RESPONSE	80%
PROVISION OF POST-SECONDARY EDUCATION INFORMATION	
1	4%
2	2%
3	7%
4	4%
5	2%
NO RESPONSE	81%
OTHER	
1	2%
2	1%
3	2%
4	2%
5	2%
NO RESPONSE	91%

TABLE 32

SENIOR HIGH SCHOOLS

"INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE GUIDANCE AND COUNSELLING SERVICES YOU HAVE USED IN THE PAST YEAR"

1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP
	STUDENT N=565
PERSONAL COUNSELLING	
1	2%
2	2%
3	7%
4	8%
5	2%
NO RESPONSE	78%
COURSE & PROGRAM SELECTION	
1	2%
2	4%
3	14%
4	16%
5	11%
NO RESPONSE	52%
CAREER COUNSELLING	
1	2%
2	5%
3	11%
4	11%
5	8%
NO RESPONSE	63%
PROVISION OF POST-SECONDARY EDUCATION INFORMATION	
1	2%
2	3%
3	13%
4	13%
5	7%
NO RESPONSE	61%
OTHER	
1	1%
2	1%
3	1%
4	1%
5	2%
NO RESPONSE	94%

TABLE 33

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOUR STUDENTS/YOUR CHILD MAKING INFORMED CHOICES WITH RESPECT TO OPTIONS, COURSES, AND PROGRAMS?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	4%	4%	0%	0%
2	0%	12%	15%	0%	0%
3	9%	31%	32%	22%	25%
4	55%	31%	33%	44%	75%
5	36%	15%	13%	33%	0%
NO RESPONSE	0%	8%	3%	0%	0%

TABLE 34

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOU INFORMED BY THE SCHOOL ABOUT OPTIONS, COURSES AND PROGRAMS FOR YOUR CHILD?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	PARENT N=151
1	11%
2	14%
3	25%
4	27%
5	21%
NO RESPONSE	2%

TABLE 35

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOU INFORMED ABOUT OPTIONS COURSES, AND PROGRAMS OFFERED BY THE SCHOOL?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	STUDENT N=532
1	6%
2	8%
3	25%
4	31%
5	29%
NO RESPONSE	1%

TABLE 36

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE YOU INVOLVED IN SELECTING OPTIONS, COURSES AND PROGRAMS FOR YOUR CHILD?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	PARENT N=151
1	7%
2	20%
3	22%
4	23%
5	27%
NO RESPONSE	2%

TABLE 37

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE YOU INVOLVED IN SELECTING OPTIONS, COURSES, AND PROGRAMS OFFERED BY THE SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	STUDENT N=532
1	10%
2	10%
3	21%
4	32%
5	27%
NO RESPONSE	1%

TABLE 38

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE YOU/YOUR STUDENTS/YOUR CHILD/ ADEQUATELY PREPARED TO MAKE CHOICES IN SELECTING OPTIONS, COURSES, AND PROGRAMS?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	6%	0%	4%	7%	0%	0%
2	7%	0%	12%	14%	0%	0%
3	26%	9%	19%	32%	22%	0%
4	35%	45%	35%	28%	44%	100%
5	25%	45%	19%	15%	33%	0%
NO RESPONSE	1%	0%	12%	3%	0%	0%

TABLE 39

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOUR STUDENTS/YOUR CHILD KNOWLEDGEABLE ABOUT THE IMPLICATIONS OF THEIR CHOICES (E.G. MEETING EMPLOYMENT REQUIREMENTS, HAVING POST-SECONDARY EDUCATIONAL PREREQUISITES)?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	4%	16%	11%	0%
2	0%	15%	21%	0%	25%
3	36%	27%	32%	11%	25%
4	45%	23%	16%	44%	50%
5	18%	15%	11%	33%	0%
NO RESPONSE	0%	15%	4%	0%	0%

TABLE 40

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOU INFORMED BY THE SCHOOL ABOUT OPTIONS, COURSES AND PROGRAMS FOR YOUR CHILD?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	PARENT N=136
1	12%
2	16%
3	28%
4	24%
5	18%
NO RESPONSE	1%

TABLE 41

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOUR STUDENTS/YOUR CHILD MAKING INFORMED CHOICES WITH RESPECT TO OPTIONS, COURSES, AND PROGRAMS?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	0%	0%	3%	0%	0%
2	0%	15%	5%	0%	25%
3	50%	26%	28%	0%	25%
4	50%	30%	37%	83%	50%
5	0%	7%	27%	17%	0%
NO RESPONSE	0%	22%	0%	0%	0%

TABLE 42

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE YOU INFORMED ABOUT OPTIONS COURSES, AND PROGRAMS OFFERED BY THE SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	STUDENT N=565
1	5%
2	13%
3	25%
4	35%
5	22%
NO RESPONSE	1%

TABLE 43

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE YOU INVOLVED IN SELECTING OPTIONS, COURSES AND PROGRAMS FOR YOUR CHILD?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	PARENT N=136
1	15%
2	13%
3	26%
4	26%
5	19%
NO RESPONSE	1%

TABLE 44

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE YOU INVOLVED IN SELECTING OPTIONS, COURSES, AND PROGRAMS OFFERED BY THE SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	STUDENT N=565
1	7%
2	10%
3	24%
4	31%
5	26%
NO RESPONSE	2%

TABLE 45

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOU/ YOUR STUDENTS/ YOUR CHILD/ ADEQUATELY PREPARED TO MAKE CHOICES IN SELECTING OPTIONS, COURSES, AND PROGRAMS ?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	3%	0%	0%	6%	0%	0%
2	7%	0%	4%	7%	0%	25%
3	27%	33%	26%	29%	17%	25%
4	38%	67%	48%	30%	83%	50%
5	23%	0%	0%	26%	0%	0%
NO RESPONSE	2%	0%	22%	1%	0%	0%

TABLE 46

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE YOUR STUDENTS/YOUR CHILD KNOWLEDGEABLE ABOUT THE IMPLICATIONS OF THEIR CHOICES (E.G. MEETING EMPLOYMENT REQUIREMENTS, HAVING POST-SECONDARY EDUCATIONAL PREREQUISITES)?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	0%	0%	8%	0%	0%
2	0%	15%	9%	0%	25%
3	17%	19%	29%	17%	0%
4	83%	41%	25%	67%	75%
5	0%	4%	26%	17%	0%
NO RESPONSE	0%	22%	2%	0%	0%

TABLE 47

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE COMPUTERIZED CAREER INFORMATION SYSTEMS (EG. CHOICES, CAREER FACTORY) INTEGRATED WITH THE CAREER DEVELOPMENT OR GUIDANCE PROGRAM IN YOUR SCHOOL?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	17%	19%	33%	50%
2	17%	7%	0%	0%
3	0%	11%	17%	0%
4	67%	11%	33%	0%
5	0%	30%	17%	50%
NO RESPONSE	0%	22%	0%	0%

TABLE 48

SENIOR HIGH SCHOOLS
"INDICATE YOUR OVERALL LEVEL OF SATISFACTION
WITH THE CHOICES PROGRAM."
1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP			
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6
1	9%	0%	7%	0%
2	6%	0%	7%	33%
3	36%	17%	30%	17%
4	21%	50%	15%	33%
5	7%	0%	7%	0%
NO RESPONSE	20%	33%	33%	17%

TABLE 49

JUNIOR HIGH SCHOOLS
"INDICATE YOUR LEVEL OF SATISFACTION WITH THE JUNIOR HIGH SCHOOL GUIDANCE
PROGRAM (GRADE 7, 8 HEALTH AND GRADE 9 GUIDANCE)."
1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP				
	STUDENT N=532	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9
1	11%	0%	8%	7%	0%
2	11%	18%	31%	19%	11%
3	32%	36%	27%	36%	44%
4	22%	36%	19%	18%	33%
5	11%	9%	4%	9%	0%
NO RESPONSE	14%	0%	12%	12%	11%

TABLE 50

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE CAREER DEVELOPMENT SERVICES AVAILABLE TO ALL STUDENTS AND AN INTEGRAL COMPONENT OF SCHOOL PROGRAMS?

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=11	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
AVAILABLE TO ALL STUDENTS.					
1	0%	19%	20%	11%	0%
2	36%	12%	23%	0%	100%
3	18%	12%	24%	33%	0%
4	36%	27%	15%	22%	0%
5	9%	12%	3%	33%	0%
NO RESPONSE	0%	19%	17%	0%	0%
AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS & SERVICES.					
1	0%	19%		0%	25%
2	27%	19%		33%	75%
3	45%	23%		22%	0%
4	18%	15%		22%	0%
5	9%	8%		22%	0%
NO RESPONSE	0%	15%		0%	0%

TABLE 51

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE CAREER DEVELOPMENT SERVICES AVAILABLE TO ALL STUDENTS AND AN INTEGRAL COMPONENT OF SCHOOL PROGRAMS?

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP				
	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
AVAILABLE TO ALL STUDENTS.					
1	17%	0%	4%	0%	0%
2	0%	0%	6%	0%	0%
3	33%	22%	31%	17%	25%
4	33%	26%	38%	50%	0%
5	17%	37%	13%	33%	75%
NO RESPONSE	0%	15%	8%	0%	0%
AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS & SERVICES.					
2	33%	15%	0%	0%	0%
3	33%	30%	0%	50%	25%
4	17%	15%	0%	17%	75%
5	17%	22%	0%	33%	0%
NO RESPONSE	0%	19%	0%	0%	0%

TABLE 52

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE STUDENT NEEDS FOR CAREER DEVELOPMENT SERVICES BEING MET?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	4%	11%	0%
2	27%	31%	0%	75%
3	27%	23%	44%	0%
4	36%	19%	22%	25%
5	9%	4%	22%	0%
NO RESPONSE	0%	19%	0%	0%

TABLE 53

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE STUDENT NEEDS FOR CAREER DEVELOPMENT SERVICES BEING MET?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
2	33%	7%	0%	25%
3	17%	26%	67%	0%
4	33%	33%	33%	50%
5	17%	19%	0%	25%
NO RESPONSE	0%	15%	0%	0%

TABLE 54

JUNIOR HIGH SCHOOLS

"INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE CAREER DEVELOPMENT SERVICES PROVIDED BY THE SCHOOL TO YOUR CHILD"

1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP
	PARENT N=151
1	15%
2	22%
3	31%
4	17%
5	3%
NO RESPONSE	13%

TABLE 55

SENIOR HIGH SCHOOLS
INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE CAREER DEVELOPMENT SERVICES PROVIDED BY THE SCHOOL
1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP	
	STUDENT N=565	PARENT N=136
1	6%	5%
2	12%	9%
3	38%	35%
4	27%	32%
5	8%	13%
NO RESPONSE	8%	7%

TABLE 56

ELEMENTARY SCHOOLS
"WHAT FORMAL QUALIFICATIONS SHOULD GUIDANCE AND COUNSELLING STAFF HAVE TO COMPETENTLY PROVIDE EACH OF THE FOLLOWING SERVICES?"

	RESPONDENT GROUP		
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18
CAREER COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	29%	12%	6%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	14%	29%	22%
GRADUATE DIPLOMA IN PSYCHOLOGY	32%	25%	61%
MASTER'S IN PSYCHOLOGY	7%	13%	11%
NO RESPONSE	18%	21%	0%
INDIVIDUAL/PERSONAL COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	14%	4%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	18%	19%	11%
GRADUATE DIPLOMA IN PSYCHOLOGY	39%	19%	56%
MASTER'S IN PSYCHOLOGY	21%	33%	28%
DOCTORATE IN PSYCHOLOGY	0%	2%	6%
OTHER	0%	2%	0%
NO RESPONSE	7%	21%	0%
PSYCHOLOGICAL TEST ADMINISTRATION & INTERPRETATION.			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	4%	2%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	7%	17%	0%
GRADUATE DIPLOMA IN PSYCHOLOGY	54%	25%	61%
MASTER'S IN PSYCHOLOGY	29%	35%	33%
DOCTORATE IN PSYCHOLOGY	0%	0%	6%
OTHER	0%	2%	0%
NO RESPONSE	7%	19%	0%

TABLE 56 CONT'D

ELEMENTARY SCHOOLS

"WHAT FORMAL QUALIFICATIONS SHOULD GUIDANCE AND COUNSELLING STAFF HAVE
TO COMPETENTLY PROVIDE EACH OF THE FOLLOWING SERVICES?"

	RESPONDENT GROUP		
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18
GROUP COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	11%	4%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	14%	13%	17%
GRADUATE DIPLOMA IN PSYCHOLOGY	43%	21%	50%
MASTER'S IN PSYCHOLOGY	21%	33%	33%
DOCTORATE IN PSYCHOLOGY	0%	8%	0%
OTHER	0%	2%	0%
NO RESPONSE	11%	19%	0%

TABLE 57

JUNIOR HIGH SCHOOLS

"WHAT FORMAL QUALIFICATIONS SHOULD GUIDANCE AND COUNSELLING STAFF HAVE TO COMPETENTLY PROVIDE EACH OF THE FOLLOWING SERVICES?"

	RESPONDENT GROUP		
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9
CAREER COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	18%	23%	22%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	64%	35%	56%
GRADUATE DIPLOMA IN PSYCHOLOGY	0%	19%	22%
MASTER'S IN PSYCHOLOGY	0%	4%	0%
NO RESPONSE	18%	19%	0%
INDIVIDUAL/PERSONAL COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	0%	8%	11%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	36%	35%	22%
GRADUATE DIPLOMA IN PSYCHOLOGY	45%	35%	67%
MASTER'S IN PSYCHOLOGY	0%	8%	0%
NO RESPONSE	18%	15%	0%
PSYCHOLOGICAL TEST ADMINISTRATION & INTERPRETATION.			
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	27%	19%	0%
GRADUATE DIPLOMA IN PSYCHOLOGY	55%	42%	78%
MASTER'S IN PSYCHOLOGY	0%	23%	22%
NO RESPONSE	18%	15%	0%
GROUP COUNSELLING			
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	45%	15%	11%
GRADUATE DIPLOMA IN PSYCHOLOGY	18%	38%	67%
MASTER'S IN PSYCHOLOGY	9%	27%	0%
DOCTORATE IN PSYCHOLOGY	9%	4%	0%
NO RESPONSE	18%	15%	22%

TABLE 58

SENIOR HIGH SCHOOLS

"WHAT FORMAL QUALIFICATIONS SHOULD GUIDANCE AND COUNSELLING STAFF HAVE TO COMPETENTLY PROVIDE EACH OF THE FOLLOWING SERVICES?"

	RESPONDENT GROUP		
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6
CAREER COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	33%	11%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	17%	44%	0%
GRADUATE DIPLOMA IN PSYCHOLOGY	33%	19%	50%
MASTER'S IN PSYCHOLOGY	17%	4%	17%
NO RESPONSE	0%	22%	33%
INDIVIDUAL/PERSONAL COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	33%	4%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	0%	15%	0%
GRADUATE DIPLOMA IN PSYCHOLOGY	33%	37%	33%
MASTER'S IN PSYCHOLOGY	17%	22%	67%
DOCTORATE IN PSYCHOLOGY	17%	7%	0%
NO RESPONSE	0%	15%	0%
PSYCHOLOGICAL TEST ADMINISTRATION & INTERPRETATION.			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	0%	4%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	17%	19%	0%
GRADUATE DIPLOMA IN PSYCHOLOGY	33%	26%	17%
MASTER'S IN PSYCHOLOGY	33%	22%	50%
DOCTORATE IN PSYCHOLOGY	17%	11%	17%
NO RESPONSE	0%	19%	17%
GROUP COUNSELLING			
BACHELOR'S WITH < 3 PSYCHOLOGY COURSES	17%	4%	0%
BACHELOR'S WITH 3 OR > PSYCHOLOGY COURSES	0%	11%	0%
GRADUATE DIPLOMA IN PSYCHOLOGY	50%	19%	33%
MASTER'S IN PSYCHOLOGY	17%	33%	33%
DOCTORATE IN PSYCHOLOGY	17%	7%	17%
NO RESPONSE	0%	26%	17%

TABLE 59

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES IN YOUR SCHOOL AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	4%	12%	0%	0%
2	7%	12%	0%	11%
3	25%	35%	11%	22%
4	46%	27%	56%	56%
5	14%	15%	33%	11%
NO RESPONSE	4%	0%	0%	0%

TABLE 60

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES IN YOUR SCHOOL AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	4%	0%	25%
2	0%	19%	11%	0%
3	45%	35%	56%	25%
4	36%	35%	11%	50%
5	18%	8%	22%	0%

TABLE 61

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE GUIDANCE AND COUNSELLING SERVICES IN YOUR SCHOOL AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	0%	4%	0%	25%
2	0%	11%	0%	0%
3	50%	11%	50%	25%
4	17%	59%	17%	25%
5	33%	11%	33%	25%
NO RESPONSE	0%	4%	0%	0%

TABLE 62

ELEMENTARY SCHOOLS
"RATE THE ADEQUACY OF RESOURCES ALLOCATED TO GUIDANCE AND COUNSELLING SERVICES"
1 = INADEQUATE 5 = ADEQUATE

	RESPONDENT GROUP			
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	0%	12%	0%	11%
2	29%	15%	17%	22%
3	36%	21%	28%	44%
4	21%	25%	44%	22%
5	11%	13%	11%	0%
NO RESPONSE	4%	13%	0%	0%

TABLE 63

JUNIOR HIGH SCHOOLS
"RATE THE ADEQUACY OF RESOURCES ALLOCATED TO GUIDANCE AND COUNSELLING SERVICES"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP			
	PRINCIPAL N=22	TEACHER N=26	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	19%	11%	25%
2	9%	19%	22%	0%
3	45%	35%	22%	25%
4	36%	23%	22%	50%
5	9%	4%	22%	0%

TABLE 64

SENIOR HIGH SCHOOLS
"RATE THE ADEQUACY OF RESOURCES ALLOCATED TO GUIDANCE AND COUNSELLING SERVICES"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	0%	4%	0%	0%
2	17%	15%	33%	0%
3	33%	41%	17%	25%
4	50%	22%	50%	50%
5	0%	11%	0%	25%
NO RESPONSE	0%	7%	0%	0%

TABLE 65

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE SUPPORT MECHANISMS
(EG. INSERVICE TRAINING, RESOURCE MATERIALS, TESTS, ETC.)
ADEQUATE TO ASSIST YOU TO ADVISE STUDENTS?"
1 = INADEQUATE 5 = ADEQUATE

	RESPONDENT GROUP			
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	7%	6%	0%	0%
2	11%	23%	22%	33%
3	43%	44%	56%	33%
4	32%	13%	11%	22%
5	4%	8%	6%	0%
NO RESPONSE	4%	6%	6%	11%

TABLE 66

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE SUPPORT MECHANISMS
(EG. INSERVICE TRAINING, RESOURCE MATERIALS, TESTS, ETC.)
ADEQUATE TO ASSIST YOU TO ADVISE STUDENTS?"
1 = INADEQUATE 5 = ADEQUATE

	RESPONDENT GROUP			
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	8%	11%	25%
2	18%	12%	11%	25%
3	55%	31%	44%	25%
4	18%	8%	22%	25%
5	9%	19%	11%	0%
NO RESPONSE	0%	23%	0%	0%

TABLE 67

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE SUPPORT MECHANISMS
(EG. INSERVICE TRAINING, RESOURCE MATERIALS, TESTS, ETC.)
ADEQUATE TO ASSIST YOU TO ADVISE STUDENTS?"
1 = INADEQUATE 5 = ADEQUATE

	RESPONDENT GROUP			
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	0%	4%	0%	25%
2	17%	15%	0%	0%
3	50%	30%	50%	0%
4	33%	11%	50%	50%
5	0%	19%	0%	25%
NO RESPONSE	0%	22%	0%	0%

TABLE 68
ELEMENTARY SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE ACCESSIBLE TO STUDENTS, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=76)	
1	3%
2	4%
3	20%
4	34%
5	33%
NO RESPONSE	7%
COUNSELLOR-ADVISOR MODEL (8 SCHOOLS) (N=79)	
1	6%
2	9%
3	24%
4	22%
5	33%
NO RESPONSE	6%
ADMINISTRATOR MODEL (6 SCHOOLS) (N=65)	
1	22%
2	23%
3	19%
4	17%
5	15%
NO RESPONSE	5%

TABLE 68 CONT'D.

ELEMENTARY SCHOOLS

PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE ACCESSIBLE TO STUDENTS, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
TEACHER MODEL (1 SCHOOL) (N=9)	
1	22%
2	11%
3	22%
4	22%
5	0%
NO RESPONSE	22%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=16)	
1	13%
2	6%
3	44%
4	19%
5	6%
NO RESPONSE	13%
OTHER (SOME COMBINATION OF MODELS) (4 SCHOOLS) (N=49)	
1	12%
2	10%
3	20%
4	22%
5	31%
NO RESPONSE	5%

TABLE 69
ELEMENTARY SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH STUDENT'S NEEDS FOR GUIDANCE AND COUNSELLING SERVICES ARE BEING MET, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT   5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=76)	
1	8%
2	9%
3	22%
4	36%
5	15%
NO RESPONSE	10%
COUNSELLOR-ADVISOR MODEL (8 SCHOOLS) (N=79)	
1	6%
2	11%
3	24%
4	27%
5	21%
NO RESPONSE	11%
ADMINISTRATOR MODEL (6 SCHOOLS) (N=65)	
1	11%
2	17%
3	37%
4	19%
5	11%
NO RESPONSE	6%

TABLE 69 CONT'D.
ELEMENTARY SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE
EXTENT TO WHICH STUDENT'S NEEDS FOR GUIDANCE AND
COUNSELLING SERVICES ARE BEING MET, BY SERVICE DELIVERY MODEL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
TEACHER MODEL (1 SCHOOL) (N=9)	
1	11%
2	11%
3	45%
4	22%
5	0%
NO RESPONSE	11%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=16)	
1	13%
2	0%
3	44%
4	19%
5	12%
NO RESPONSE	12%
OTHER (SOME COMBINATION OF MODELS) (4 SCHOOLS) (N=49)	
1	10%
2	10%
3	27%
4	25%
5	10%
NO RESPONSE	8%

TABLE 70
ELEMENTARY SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH SUPPORT MECHANISMS ARE ADEQUATE TO ASSIST RESPONDENTS IN ADVISING STUDENTS, BY SERVICE DELIVERY MODEL

1 = INADEQUATE   5 = ADEQUATE

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=76)	
1	4%
2	8%
3	50%
4	23%
5	12%
NO RESPONSE	3%
COUNSELLOR-ADVISOR MODEL (8 SCHOOLS) (N=79)	
1	3%
2	13%
3	47%
4	23%
5	7%
NO RESPONSE	7%
ADMINISTRATOR MODEL (6 SCHOOLS) (N=65)	
1	18%
2	41%
3	29%
4	12%
5	0%
NO RESPONSE	0%

TABLE 70 CONT'D.
ELEMENTARY SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH SUPPORT MECHANISMS ARE ADEQUATE TO ASSIST RESPONDENTS IN ADVISING STUDENTS, BY SERVICE DELIVERY MODEL
1 = INADEQUATE 5 = ADEQUATE

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUP OF PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS
TEACHER MODEL (1 SCHOOL) (N=9)	
1	0%
2	0%
3	50%
4	50%
5	0%
NO RESPONSE	0%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=16)	
1	0%
2	33%
3	34%
4	33%
5	0%
NO RESPONSE	0%
OTHER (SOME COMBINATION OF MODELS) (4 SCHOOLS) (N=49)	
1	0%
2	29%
3	64%
4	7%
5	0%
NO RESPONSE	0%

TABLE 71

ELEMENTARY SCHOOLS

PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=76)	
1	0%
2	15%
3	12%
4	54%
5	19%
NO RESPONSE	0%
COUNSELLOR-ADVISOR MODEL (8 SCHOOLS) (N=79)	
1	0%
2	0%
3	43%
4	27%
5	30%
NO RESPONSE	0%
ADMINISTRATOR MODEL (6 SCHOOLS) (N=65)	
1	29%
2	18%
3	24%
4	23%
5	6%
NO RESPONSE	0%

TABLE 71 CONT'D.
ELEMENTARY SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
TEACHER MODEL (1 SCHOOL) (N=9)	
1	50%
2	0%
3	0%
4	50%
5	0%
NO RESPONSE	0%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=16)	
1	0%
2	0%
3	67%
4	33%
5	0%
NO RESPONSE	0%
OTHER (SOME COMBINATION OF MODELS) (4 SCHOOLS) (N=49)	
1	7%
2	7%
3	21%
4	43%
5	22%
NO RESPONSE	0%

TABLE 72
JUNIOR HIGH SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE ACCESSIBLE TO STUDENTS, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=457)	
1	11%
2	16%
3	27%
4	22%
5	21%
NO RESPONSE	3%
COUNSELLOR-ADVISOR MODEL (2 SCHOOLS) (N=141)	
1	16%
2	18%
3	24%
4	22%
5	16%
NO RESPONSE	4%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=29)	
1	17%
2	17%
3	38%
4	21%
5	3%
NO RESPONSE	4%
OTHER (SOME COMBINATION OF MODELS) (1 SCHOOL) (N=101)	
1	14%
2	14%
3	36%
4	28%
5	8%
NO RESPONSE	0%

TABLE 73
JUNIOR HIGH SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH STUDENT'S NEEDS FOR GUIDANCE AND COUNSELLING SERVICES ARE BEING MET, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=457)	
1	18%
2	17%
3	27%
4	23%
5	11%
NO RESPONSE	4%
COUNSELLOR-ADVISOR MODEL (2 SCHOOLS) (N=141)	
1	22%
2	16%
3	24%
4	19%
5	14%
NO RESPONSE	5%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=29)	
1	7%
2	28%
3	41%
4	17%
5	4%
NO RESPONSE	3%
OTHER (SOME COMBINATION OF MODELS) (1 SCHOOL) (N=101)	
1	21%
2	23%
3	31%
4	19%
5	4%
NO RESPONSE	2%

TABLE 74

JUNIOR HIGH SCHOOLS

PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH SUPPORT MECHANISMS ARE ADEQUATE TO ASSIST RESPONDENTS IN ADVISING STUDENTS, BY SERVICE DELIVERY MODEL

1 = INADEQUATE 5 = ADEQUATE

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=457)	
1	7%
2	17%
3	38%
4	17%
5	11%
NO RESPONSE	10%
COUNSELLOR-ADVISOR MODEL (2 SCHOOLS) (N=141)	
1	0%
2	0%
3	40%
4	10%
5	30%
NO RESPONSE	20%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=29)	
1	0%
2	0%
3	67%
4	0%
5	0%
NO RESPONSE	33%
OTHER (SOME COMBINATION OF MODELS) (1 SCHOOL) (N=101)	
1	33%
2	34%
3	33%
4	0%
5	0%
NO RESPONSE	0%

TABLE 75

JUNIOR HIGH SCHOOLS

PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT   5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (7 SCHOOLS) (N=457)	
1	0%
2	10%
3	45%
4	31%
5	14%
NO RESPONSE	0%
COUNSELLOR-ADVISOR MODEL (2 SCHOOLS) (N=141)	
1	10%
2	10%
3	30%
4	30%
5	20%
NO RESPONSE	0%
DISTRICT SERVICES PROGRAM MODEL (1 SCHOOL) (N=29)	
1	0%
2	33%
3	0%
4	67%
5	0%
NO RESPONSE	0%
OTHER (SOME COMBINATION OF MODELS) (1 SCHOOL) (N=101)	
1	0%
2	100%
3	0%
4	0%
5	0%
NO RESPONSE	0%

TABLE 76
SENIOR HIGH SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE ACCESSIBLE TO STUDENTS, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT   5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (5 SCHOOLS)	
1	4%
2	7%
3	26%
4	34%
5	26%
NO RESPONSE	3%
COUNSELLOR-ADVISOR MODEL (1 SCHOOL)	
1	5%
2	7%
3	31%
4	33%
5	23%
NO RESPONSE	1%

TABLE 77
SENIOR HIGH SCHOOLS
PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH STUDENT'S NEEDS FOR GUIDANCE AND COUNSELLING SERVICES ARE BEING MET, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (5 SCHOOLS)	
1	8%
2	14%
3	32%
4	27%
5	13%
NO RESPONSE	6%
COUNSELLOR-ADVISOR MODEL (1 SCHOOL)	
1	8%
2	6%
3	43%
4	26%
5	13%
NO RESPONSE	4%

TABLE 78

SENIOR HIGH SCHOOLS

PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH SUPPORT MECHANISMS ARE ADEQUATE TO ASSIST RESPONDENTS IN ADVISING STUDENTS, BY SERVICE DELIVERY MODEL

1 = INADEQUATE   5 = ADEQUATE

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (5 SCHOOLS)	
1	3%
2	9%
3	38%
4	19%
5	13%
NO RESPONSE	18%
COUNSELLOR-ADVISOR MODEL (1 SCHOOL)	
1	0%
2	29%
3	28%
4	29%
5	14%
NO RESPONSE	0%

TABLE 79

SENIOR HIGH SCHOOLS

PERCEPTIONS OF RESPONDENTS REGARDING THE EXTENT TO WHICH GUIDANCE AND COUNSELLING SERVICES ARE AN INTEGRAL COMPONENT OF REGULAR SCHOOL PROGRAMS AND SERVICES, BY SERVICE DELIVERY MODEL

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

SERVICE DELIVERY MODEL (NO. OF SCHOOLS)	RESPONSES OF ALL RESPONDENT GROUPS (PRINCIPALS, TEACHERS, COUNSELLORS, PARENTS)
COUNSELLOR MODEL (5 SCHOOLS)	
1	3%
2	7%
3	28%
4	50%
5	9%
NO RESPONSE	3%
COUNSELLOR-ADVISOR MODEL (1 SCHOOL)	
1	0%
2	14%
3	0%
4	29%
5	57%
NO RESPONSE	0%

TABLE 80

ELEMENTARY SCHOOLS
"RATE THE OVERALL EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP				
	PRINCIPAL N=28	TEACHER N=52	PARENT N=205	COUNSELLOR N=18	ON-SITE OBSERVER N=9
1	0%	17%	9%	0%	0%
2	4%	19%	11%	0%	11%
3	39%	31%	30%	11%	44%
4	39%	19%	23%	72%	44%
5	14%	12%	14%	17%	0%

TABLE 81

JUNIOR HIGH SCHOOLS
"RATE THE OVERALL EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP				
	PRINCIPAL N=22	TEACHER N=26	PARENT N=151	COUNSELLOR N=9	ON-SITE OBSERVER N=4
1	0%	0%	13%	0%	0%
2	0%	12%	17%	11%	25%
3	36%	27%	29%	44%	50%
4	45%	38%	22%	33%	25%
5	18%	23%	5%	11%	0%
NO RESPONSE	0%	0%	14%	0%	0%

TABLE 82

SENIOR HIGH SCHOOLS
"RATE THE OVERALL EFFECTIVENESS OF GUIDANCE AND COUNSELLING SERVICES?"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP					
	STUDENT N=565	PRINCIPAL N=6	TEACHER N=27	PARENT N=136	COUNSELLOR N=6	ON-SITE OBSERVER N=4
1	4%	0%	0%	6%	0%	0%
2	10%	0%	7%	9%	0%	0%
3	34%	33%	19%	28%	17%	25%
4	32%	67%	52%	34%	83%	50%
5	12%	0%	15%	11%	0%	25%
NO RESPONSE	8%	0%	7%	13%	0%	0%

TABLE 83

ELEMENTARY SCHOOLS
"INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE ADVICE, ASSISTANCE AND LEADERSHIP PROVIDED BY DISTRICT GUIDANCE AND COUNSELLING SERVICES"
1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP		
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18
1	0%	4%	0%
2	21%	10%	28%
3	46%	40%	39%
4	14%	19%	11%
5	4%	12%	11%
NO RESPONSE	14%	15%	11%

TABLE 84

JUNIOR HIGH SCHOOLS
"INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE ADVICE, ASSISTANCE AND LEADERSHIP PROVIDED BY DISTRICT GUIDANCE AND COUNSELLING SERVICES"
1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP		
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9
1	0%	4%	11%
2	0%	4%	22%
3	64%	42%	33%
4	36%	15%	22%
5	0%	4%	11%
NO RESPONSE	0%	31%	0%

TABLE 85

SENIOR HIGH SCHOOLS
"INDICATE YOUR OVERALL LEVEL OF SATISFACTION WITH THE ADVICE, ASSISTANCE AND LEADERSHIP PROVIDED BY DISTRICT GUIDANCE AND COUNSELLING SERVICES"
1 = VERY DISSATISFIED 5 = VERY SATISFIED

	RESPONDENT GROUP		
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6
1	0%	0%	17%
2	17%	19%	33%
3	33%	33%	33%
4	33%	11%	17%
5	0%	7%	0%
NO RESPONSE	17%	30%	0%

TABLE 86

ELEMENTARY SCHOOLS
"HOW EFFECTIVE ARE DISTRICT GUIDANCE AND COUNSELLING SERVICES IN TERMS OF PROVIDING LEADERSHIP IN THE FOLLOWING?"
1 = NOT EFFECTIVE 5 = VERY EFFECTIVE

	RESPONDENT GROUP		
	PRINCIPAL N=28	TEACHER N=52	COUNSELLOR N=18
GIVING "LEADING EDGE" ADVICE.			
1	7%	2%	6%
2	14%	13%	17%
3	39%	27%	39%
4	11%	15%	33%
5	0%	4%	0%
NO RESPONSE	29%	38%	6%
RECOMMENDING EFFECTIVE PRACTICES.			
1	11%	4%	0%
2	14%	13%	22%
3	36%	29%	61%
4	14%	13%	17%
5	0%	6%	0%
NO RESPONSE	25%	35%	0%
IDENTIFYING & PROMULGATING EFFECTIVE PRACTICES.			
1	7%	6%	0%
2	18%	13%	22%
3	32%	29%	56%
4	18%	13%	17%
5	0%	4%	0%
NO RESPONSE	25%	35%	6%

TABLE 87

JUNIOR HIGH SCHOOLS

"HOW EFFECTIVE ARE DISTRICT GUIDANCE AND COUNSELLING SERVICES IN TERMS OF PROVIDING LEADERSHIP IN THE FOLLOWING?"

1 = NOT EFFECTIVE 5 = VERY EFFECTIVE

	RESPONDENT GROUP		
	PRINCIPAL N=11	TEACHER N=26	COUNSELLOR N=9
GIVING "LEADING EDGE" ADVICE.			
1	0%	8%	22%
2	9%	19%	11%
3	45%	15%	56%
4	45%	0%	11%
NO RESPONSE	0%	58%	0%
RECOMMENDING EFFECTIVE PRACTICES.			
1	0%	12%	22%
2	18%	19%	11%
3	45%	15%	56%
4	36%	0%	0%
5	0%	4%	11%
NO RESPONSE	0%	50%	0%
IDENTIFYING & PROMULGATING EFFECTIVE PRACTICES.			
1	0%	12%	11%
2	9%	19%	22%
3	55%	15%	44%
4	27%	0%	22%
5	0%	4%	0%
NO RESPONSE	9%	50%	0%

TABLE 88

SENIOR HIGH SCHOOLS

"HOW EFFECTIVE ARE DISTRICT GUIDANCE AND COUNSELLING SERVICES IN TERMS OF PROVIDING LEADERSHIP IN THE FOLLOWING?"

1 = NOT EFFECTIVE 5 = VERY EFFECTIVE

	RESPONDENT GROUP		
	PRINCIPAL N=6	TEACHER N=27	COUNSELLOR N=6
GIVING "LEADING EDGE" ADVICE.			
1	0%	4%	17%
2	17%	7%	50%
3	33%	33%	17%
4	33%	19%	17%
NO RESPONSE	17%	37%	0%
RECOMMENDING EFFECTIVE PRACTICES.			
1	17%	4%	33%
2	0%	7%	33%
3	33%	41%	33%
4	33%	11%	0%
NO RESPONSE	17%	37%	0%
IDENTIFYING & PROMULGATING EFFECTIVE PRACTICES.			
1	17%	4%	33%
2	0%	19%	33%
3	33%	33%	33%
4	33%	7%	0%
NO RESPONSE	17%	37%	0%

TABLE 89

ELEMENTARY SCHOOLS
"INDICATE THE EXTENT TO WHICH THE SKILLS, ABILITIES, AND KNOWLEDGE OF GUIDANCE AND COUNSELLING STAFF ARE APPROPRIATE FOR THE RESPONSIBILITIES ASSIGNED"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=9
2	11%
3	22%
4	44%
5	22%

TABLE 90

JUNIOR HIGH SCHOOLS
"INDICATE THE EXTENT TO WHICH THE SKILLS, ABILITIES, AND KNOWLEDGE OF GUIDANCE AND COUNSELLING STAFF ARE APPROPRIATE FOR THE RESPONSIBILITIES ASSIGNED"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
1	25%
3	25%
5	50%

TABLE 91

SENIOR HIGH SCHOOLS
"INDICATE THE EXTENT TO WHICH THE SKILLS, ABILITIES, AND KNOWLEDGE OF GUIDANCE AND COUNSELLING STAFF ARE APPROPRIATE FOR THE RESPONSIBILITIES ASSIGNED"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
4	75%
5	25%

TABLE 92

ELEMENTARY SCHOOLS

"INDICATE THE EXTENT TO WHICH GUIDANCE AND COUNSELLING STAFF IN THIS SCHOOL NEED ASSISTANCE TO DEVELOP THEIR SKILLS, ABILITIES, AND KNOWLEDGE IN THE FOLLOWING AREAS"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=9
CAREER COUNSELLING	
2	11%
3	11%
4	56%
5	11%
NO RESPONSE	11%
INDIVIDUAL/PERSONAL COUNSELLING	
1	22%
2	22%
3	11%
4	33%
5	11%
PSYCHOLOGICAL TEST ADMINISTRATION & INTERPRETATION	
1	11%
2	33%
3	22%
4	11%
5	22%
GROUP COUNSELLING	
1	22%
3	22%
4	44%
5	11%
OTHER GUIDANCE & COUNSELLING SERVICES	
1	33%
2	11%
3	22%
4	33%

TABLE 93

JUNIOR HIGH SCHOOLS

"INDICATE THE EXTENT TO WHICH GUIDANCE AND COUNSELLING STAFF IN THIS SCHOOL NEED ASSISTA TO DEVELOP THEIR SKILLS, ABILITIES, AND KNOWLEDGE IN THE FOLLOWING AREAS"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTEN

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
CAREER COUNSELLING	
1	25%
3	50%
4	25%
INDIVIDUAL/PERSONAL COUNSELLING	
1	25%
2	25%
4	25%
5	25%
PSYCHOLOGICAL TEST ADMINISTRATION & INTERPRETATION	
1	25%
2	25%
4	25%
5	25%
GROUP COUNSELLING	
1	25%
2	25%
4	25%
5	25%
OTHER GUIDANCE & COUNSELLING SERVICES	
1	25%
2	25%
4	25%
5	25%

TABLE 94

SENIOR HIGH SCHOOLS
"INDICATE THE EXTENT TO WHICH GUIDANCE AND COUNSELLING STAFF IN THIS SCHOOL NEED ASSISTANCE TO DEVELOP THEIR SKILLS, ABILITIES, AND KNOWLEDGE IN THE FOLLOWING AREAS"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
CAREER COUNSELLING	
1	25%
2	50%
4	25%
INDIVIDUAL/PERSONAL COUNSELLING	
1	50%
2	25%
4	25%
PSYCHOLOGICAL TEST ADMINISTRATION & INTERPRETATION	
1	25%
2	50%
5	25%
GROUP COUNSELLING	
1	25%
2	50%
4	25%
OTHER GUIDANCE & COUNSELLING SERVICES	
1	25%
2	50%
3	25%

TABLE 95

ELEMENTARY SCHOOLS

"HOW EFFECTIVE ARE THE STRATEGIES USED TO ACHIEVE THE INTENDED RESULTS OF GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP
	ON-SITE OBSERVER N=9
2	11%
3	33%
4	56%

TABLE 96

JUNIOR HIGH SCHOOLS

"HOW EFFECTIVE ARE THE STRATEGIES USED TO ACHIEVE THE INTENDED RESULTS OF GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
2	25%
3	50%
4	25%

TABLE 97

SENIOR HIGH SCHOOLS

"HOW EFFECTIVE ARE THE STRATEGIES USED TO ACHIEVE THE INTENDED RESULTS OF GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"
1 = INEFFECTIVE 5 = EFFECTIVE

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
2	25%
3	25%
4	25%
5	25%

TABLE 98

ELEMENTARY SCHOOLS

"TO WHAT EXTENT ARE SERVICES PROVIDED BY CAPE AND BUREAU SERVICES INTEGRATED WITH GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=9
2	11%
3	11%
4	67%
5	11%

TABLE 99

JUNIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE SERVICES PROVIDED BY CAPE AND BUREAU SERVICES INTEGRATED WITH GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
2	50%
4	50%

TABLE 100

SENIOR HIGH SCHOOLS

"TO WHAT EXTENT ARE SERVICES PROVIDED BY CAPE AND BUREAU SERVICES INTEGRATED WITH GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"

1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
1	25%
2	25%
3	25%
4	25%

TABLE 101

ELEMENTARY SCHOOLS
"TO WHAT EXTENT ARE THERE WAITING LISTS FOR STUDENTS TO RECEIVE GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=9
2	56%
3	44%

TABLE 102

JUNIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE THERE WAITING LISTS FOR STUDENTS TO RECEIVE GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
2	50%
3	25%
4	25%

TABLE 103

SENIOR HIGH SCHOOLS
"TO WHAT EXTENT ARE THERE WAITING LISTS FOR STUDENTS TO RECEIVE GUIDANCE AND COUNSELLING SERVICES IN THIS SCHOOL?"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP
	ON-SITE OBSERVER N=4
1	25%
2	75%

TABLE 104

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY STUDENTS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
IMPROVE LEARNING SKILLS		
1	7%	0%
2	14%	0%
3	36%	22%
4	29%	56%
5	4%	22%
NO RESPONSE	11%	0%
DEVELOP EFFECTIVE STUDY HABITS		
1	11%	0%
2	14%	0%
3	43%	56%
4	18%	44%
5	4%	0%
NO RESPONSE	11%	0%
DEVELOP GOOD WORK HABITS		
1	4%	0%
2	14%	0%
3	43%	33%
4	25%	56%
5	4%	11%
NO RESPONSE	11%	0%
DEVELOP SELF-CONFIDENCE, SELF - ESTEEM		
2	7%	0%
3	11%	33%
4	57%	22%
5	18%	33%
NO RESPONSE	7%	11%
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS		
2	4%	22%
3	32%	22%
4	50%	56%
5	7%	0%
NO RESPONSE	7%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
IMPROVE LEARNING SKILLS		
2	11%	0%
3	18%	0%
4	43%	56%
5	14%	44%
NO RESPONSE	14%	0%
DEVELOP EFFECTIVE STUDY HABITS		
1	4%	0%
2	11%	0%
3	21%	11%
4	32%	78%
5	18%	11%
NO RESPONSE	14%	0%
DEVELOP GOOD WORK HABITS		
2	4%	0%
3	21%	22%
4	43%	56%
5	14%	22%
NO RESPONSE	18%	0%
DEVELOP SELF-CONFIDENCE, SELF - ESTEEM		
3	0%	11%
4	25%	11%
5	64%	67%
NO RESPONSE	11%	11%
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS		
4	50%	33%
5	39%	67%
NO RESPONSE	11%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
IMPROVE LEARNING SKILLS		
3	29%	44%
4	39%	44%
5	11%	0%
NO RESPONSE	21%	11%
DEVELOP EFFECTIVE STUDY HABITS		
3	46%	78%
4	21%	11%
5	11%	0%
NO RESPONSE	21%	11%
DEVELOP GOOD WORK HABITS		
3	32%	67%
4	46%	11%
5	7%	11%
NO RESPONSE	14%	11%
DEVELOP SELF-CONFIDENCE, SELF - ESTEEM		
2	4%	11%
3	7%	22%
4	36%	44%
5	43%	11%
NO RESPONSE	11%	11%
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS		
2	0%	22%
3	14%	22%
4	50%	44%
5	25%	0%
NO RESPONSE	11%	11%

TABLE 104 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP POSITIVE ATTITUDE TO SCHOOL, LEARNING		
2	7%	0%
3	32%	33%
4	39%	44%
5	14%	22%
NO RESPONSE	7%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES THAT AFFECT SCHOOL		
1	4%	0%
2	7%	22%
3	36%	44%
4	29%	33%
5	18%	0%
NO RESPONSE	7%	0%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS		
1	11%	0%
2	21%	33%
3	29%	22%
4	25%	11%
5	7%	0%
NO RESPONSE	7%	33%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES		
2	11%	0%
3	32%	44%
4	36%	56%
5	14%	0%
NO RESPONSE	7%	0%
ADJUST TO NEW SCHOOL SITUATIONS		
1	7%	0%
2	11%	0%
3	29%	44%
4	32%	56%
5	14%	0%
NO RESPONSE	7%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP POSITIVE ATTITUDE TO SCHOOL, LEARNING		
3	4%	33%
4	36%	33%
5	50%	33%
NO RESPONSE	11%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES THAT AFFECT SCHOOL		
3	0%	22%
4	43%	78%
5	46%	0%
NO RESPONSE	11%	0%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS		
1	4%	0%
2	14%	0%
3	21%	56%
4	29%	44%
5	21%	0%
NO RESPONSE	11%	0%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES		
3	18%	33%
4	36%	67%
5	36%	0%
NO RESPONSE	11%	0%
ADJUST TO NEW SCHOOL SITUATIONS		
3	18%	33%
4	36%	33%
5	36%	33%
NO RESPONSE	11%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP POSITIVE ATTITUDE TO SCHOOL, LEARNING		
2	4%	0%
3	14%	33%
4	39%	33%
5	32%	22%
NO RESPONSE	11%	11%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES THAT AFFECT SCHOOL		
2	4%	33%
3	21%	56%
4	36%	0%
5	21%	0%
NO RESPONSE	18%	11%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS		
1	4%	0%
2	4%	22%
3	29%	33%
4	25%	0%
5	18%	0%
NO RESPONSE	21%	44%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES		
2	7%	0%
3	18%	67%
4	43%	22%
5	18%	0%
NO RESPONSE	14%	11%
ADJUST TO NEW SCHOOL SITUATIONS		
2	4%	0%
3	25%	44%
4	29%	44%
5	25%	0%
NO RESPONSE	18%	11%

TABLE 104 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP A POSITIVE ATTITUDE TOWARD WORK; RESPECT FOR DIGNITY OF WORK		
1	7%	0%
2	11%	33%
3	29%	0%
4	43%	11%
5	4%	0%
NO RESPONSE	7%	56%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		
1	4%	0%
2	11%	0%
3	32%	33%
4	32%	67%
5	11%	0%
NO RESPONSE	11%	0%
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		
1	7%	0%
2	4%	11%
3	32%	44%
4	39%	44%
5	11%	0%
NO RESPONSE	7%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS		
1	4%	0%
2	11%	33%
3	29%	33%
4	36%	33%
5	14%	0%
NO RESPONSE	7%	0%
RESOLVE INTERPERSONAL CONFLICTS		
1	0%	11%
2	7%	22%
3	29%	22%
4	46%	44%
5	11%	0%
NO RESPONSE	7%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP A POSITIVE ATTITUDE TOWARD WORK; RESPECT FOR DIGNITY OF WORK		
2	4%	0%
3	29%	0%
4	25%	78%
5	32%	0%
NO RESPONSE	11%	22%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		
2	7%	0%
3	18%	11%
4	25%	56%
5	36%	33%
NO RESPONSE	14%	0%
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		
2	4%	0%
3	18%	22%
4	32%	22%
5	36%	56%
NO RESPONSE	11%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS		
3	4%	22%
4	46%	67%
5	39%	11%
NO RESPONSE	11%	0%
RESOLVE INTERPERSONAL CONFLICTS		
3	7%	11%
4	32%	56%
5	50%	33%
NO RESPONSE	11%	0%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP A POSITIVE ATTITUDE TOWARD WORK; RESPECT FOR DIGNITY OF WORK		
2	4%	33%
3	32%	0%
4	25%	11%
5	25%	0%
NO RESPONSE	14%	56%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		
2	7%	0%
3	25%	89%
4	36%	0%
5	18%	0%
NO RESPONSE	14%	11%
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		
1	0%	11%
2	4%	11%
3	18%	22%
4	54%	44%
5	14%	0%
NO RESPONSE	11%	11%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS		
2	4%	22%
3	11%	67%
4	50%	0%
5	18%	0%
NO RESPONSE	18%	11%
RESOLVE INTERPERSONAL CONFLICTS		
1	0%	11%
2	4%	11%
3	25%	44%
4	39%	22%
5	21%	0%
NO RESPONSE	11%	11%

TABLE 104 CONT'D

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL'
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP AWARENESS OF WORLD OF WORK		
1	18%	0%
2	29%	22%
3	36%	56%
4	14%	0%
NO RESPONSE	4%	22%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS		
1	7%	11%
2	11%	33%
3	39%	11%
4	25%	11%
5	11%	0%
NO RESPONSE	7%	33%
DEVELOP LEISURE TIME ACTIVITIES		
1	18%	0%
2	29%	0%
3	32%	33%
4	14%	67%
NO RESPONSE	7%	0%
UNDERSTAND HOW SCHOOL PROGRAMS, ACTIVITIES RELATE TO WORK		
1	18%	0%
2	25%	33%
3	32%	11%
4	18%	0%
NO RESPONSE	7%	56%
REALISTICALLY ASSESS THEIR INTERESTS, VALUES, ACHIEVEMENTS		
1	11%	0%
2	11%	33%
3	43%	33%
4	21%	33%
5	4%	0%
NO RESPONSE	11%	0%

'RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP AWARENESS OF WORLD OF WORK		
1	11%	0%
2	18%	0%
3	36%	11%
4	21%	67%
5	4%	0%
NO RESPONSE	11%	22%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS		
1	4%	0%
2	4%	0%
3	29%	44%
4	36%	56%
5	18%	0%
NO RESPONSE	11%	0%
DEVELOP LEISURE TIME ACTIVITIES		
1	14%	0%
2	14%	0%
3	18%	33%
4	32%	67%
5	11%	0%
NO RESPONSE	11%	0%
UNDERSTAND HOW SCHOOL PROGRAMS, ACTIVITIES RELATE TO WORK		
1	14%	0%
2	11%	0%
3	29%	11%
4	25%	67%
5	11%	0%
NO RESPONSE	11%	22%
REALISTICALLY ASSESS THEIR INTERESTS, VALUES, ACHIEVEMENTS		
1	4%	0%
3	25%	0%
4	39%	100%
5	18%	0%
NO RESPONSE	14%	0%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL'
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP AWARENESS OF WORLD OF WORK		
1	4%	0%
2	14%	33%
3	39%	11%
4	18%	0%
5	7%	0%
NO RESPONSE	18%	56%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS		
2	4%	33%
3	36%	11%
4	29%	11%
5	14%	0%
NO RESPONSE	18%	44%
DEVELOP LEISURE TIME ACTIVITIES		
1	4%	0%
2	11%	0%
3	32%	33%
4	25%	56%
5	7%	0%
NO RESPONSE	21%	11%
UNDERSTAND HOW SCHOOL PROGRAMS, ACTIVITIES RELATE TO WORK		
1	4%	11%
2	7%	22%
3	43%	11%
4	21%	0%
5	7%	0%
NO RESPONSE	18%	56%
REALISTICALLY ASSESS THEIR INTERESTS, VALUES, ACHIEVEMENTS		
2	0%	22%
3	36%	67%
4	32%	0%
5	11%	0%
NO RESPONSE	21%	11%

TABLE 104 CONT'D

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON SITE OBSERVER N=9
DEVELOP AWARENESS OF THE LOCAL COMMUNITY		
1	18%	0%
2	18%	22%
3	36%	33%
4	18%	33%
5	4%	0%
NO RESPONSE	7%	11%

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP AWARENESS OF THE LOCAL COMMUNITY		
1	11%	0%
2	11%	0%
3	21%	33%
4	39%	56%
5	7%	11%
NO RESPONSE	11%	0%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=28	ON-SITE OBSERVER N=9
DEVELOP AWARENESS OF THE LOCAL COMMUNITY		
2	11%	22%
3	32%	44%
4	29%	11%
5	7%	0%
NO RESPONSE	21%	22%

TABLE 105

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	4%	2%	0%
2	14%	2%	22%
3	36%	17%	22%
4	25%	23%	56%
5	14%	23%	0%
NO RESPONSE	7%	33%	0%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
1	7%	2%	0%
2	14%	2%	22%
3	18%	15%	44%
4	43%	25%	33%
5	11%	23%	0%
NO RESPONSE	7%	33%	0%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
1	4%	4%	0%
2	25%	4%	22%
3	29%	15%	44%
4	25%	25%	22%
5	11%	19%	11%
NO RESPONSE	7%	33%	0%
EVALUATE STUDENT PROGRESS			
1	14%	4%	0%
2	7%	6%	22%
3	39%	13%	33%
4	29%	27%	33%
5	4%	19%	11%
NO RESPONSE	7%	31%	0%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	7%	2%	0%
2	29%	13%	0%
3	18%	12%	56%
4	32%	25%	44%
5	7%	15%	0%
NO RESPONSE	7%	33%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
2	0%	12%	0%
3	18%	23%	0%
4	36%	29%	56%
5	36%	23%	44%
NO RESPONSE	11%	13%	0%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
1	4%	0%	0%
2	0%	15%	0%
3	7%	33%	0%
4	32%	23%	22%
5	46%	15%	78%
NO RESPONSE	11%	13%	0%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
1	4%	10%	0%
2	0%	15%	0%
3	14%	21%	0%
4	29%	25%	22%
5	43%	13%	78%
NO RESPONSE	11%	15%	0%
EVALUATE STUDENT PROGRESS			
1	4%	10%	0%
2	11%	17%	11%
3	25%	27%	11%
4	25%	21%	33%
5	25%	8%	44%
NO RESPONSE	11%	17%	0%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	4%	6%	0%
2	18%	15%	0%
3	7%	25%	11%
4	25%	21%	33%
5	36%	19%	56%
NO RESPONSE	11%	13%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	4%	0%	0%
2	4%	2%	11%
3	14%	13%	22%
4	32%	21%	22%
5	29%	42%	0%
NO RESPONSE	18%	21%	44%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
1	4%	2%	0%
2	0%	0%	22%
3	11%	15%	11%
4	50%	21%	22%
5	18%	42%	0%
NO RESPONSE	18%	19%	44%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
1	0%	2%	0%
2	14%	12%	0%
3	14%	15%	22%
4	32%	29%	22%
5	21%	23%	11%
NO RESPONSE	18%	19%	44%
EVALUATE STUDENT PROGRESS			
1	4%	2%	0%
2	4%	8%	11%
3	29%	23%	33%
4	32%	23%	11%
5	11%	23%	0%
NO RESPONSE	21%	21%	44%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	0%	2%	0%
2	14%	8%	0%
3	11%	21%	22%
4	36%	15%	33%
5	18%	35%	0%
NO RESPONSE	21%	19%	44%

TABLE 105 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
1	7%	2%	0%
2	11%	2%	0%
3	25%	17%	33%
4	43%	21%	67%
5	7%	23%	0%
NO RESPONSE	7%	35%	0%
UNDERSTAND SPECIALCHARACTERISTICS OF STUDENTS			
1	4%	2%	0%
2	4%	6%	22%
3	50%	8%	33%
4	32%	37%	44%
5	4%	17%	0%
NO RESPONSE	7%	31%	0%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	7%	2%	0%
2	14%	8%	22%
3	25%	12%	11%
4	32%	27%	56%
5	14%	21%	11%
NO RESPONSE	7%	31%	0%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	11%	2%	0%
2	4%	8%	11%
3	29%	8%	44%
4	29%	27%	44%
5	21%	25%	0%
NO RESPONSE	7%	31%	0%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	11%	4%	0%
2	14%	2%	22%
3	25%	19%	22%
4	29%	21%	22%
5	14%	23%	0%
NO RESPONSE	7%	31%	33%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
1	4%	2%	0%
2	11%	13%	0%
3	7%	17%	11%
4	32%	33%	56%
5	36%	19%	33%
NO RESPONSE	11%	15%	0%
UNDERSTAND SPECIALCHARACTERISTICS OF STUDENTS			
1	4%	10%	0%
2	0%	17%	0%
3	18%	15%	0%
4	25%	27%	22%
5	43%	17%	78%
NO RESPONSE	11%	13%	0%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	4%	2%	0%
2	4%	17%	0%
3	18%	29%	0%
4	25%	19%	78%
5	39%	17%	22%
NO RESPONSE	11%	15%	0%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	7%	6%	0%
2	4%	19%	0%
3	7%	15%	0%
4	32%	31%	33%
5	39%	15%	67%
NO RESPONSE	11%	13%	0%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	4%	10%	0%
2	4%	17%	0%
3	18%	27%	11%
4	36%	21%	67%
5	29%	12%	22%
NO RESPONSE	11%	13%	0%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
2	4%	4%	0%
3	14%	8%	22%
4	43%	29%	33%
5	21%	40%	0%
NO RESPONSE	18%	19%	44%
UNDERSTAND SPECIALCHARACTERISTICS OF STUDENTS			
2	0%	10%	11%
3	29%	13%	22%
4	32%	27%	22%
5	21%	33%	0%
NO RESPONSE	18%	17%	44%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	0%	2%	0%
2	4%	6%	11%
3	21%	15%	22%
4	32%	29%	22%
5	21%	31%	0%
NO RESPONSE	21%	17%	44%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	0%	2%	0%
2	7%	13%	0%
3	18%	15%	33%
4	25%	25%	22%
5	32%	25%	0%
NO RESPONSE	18%	19%	44%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	4%	4%	0%
2	0%	12%	11%
3	7%	17%	11%
4	43%	17%	33%
5	25%	31%	0%
NO RESPONSE	21%	19%	44%

TABLE 105 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	18%	2%	0%
2	21%	4%	11%
3	29%	23%	44%
4	14%	17%	33%
5	11%	17%	11%
NO RESPONSE	7%	37%	0%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
1	11%	2%	0%
2	18%	2%	11%
3	36%	21%	44%
4	21%	25%	44%
5	4%	13%	0%
NO RESPONSE	11%	37%	0%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	18%	8%	11%
2	14%	2%	22%
3	29%	29%	0%
4	11%	15%	11%
5	14%	10%	0%
NO RESPONSE	14%	37%	56%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
1	7%	4%	0%
2	7%	0%	33%
3	43%	17%	22%
4	25%	29%	44%
5	11%	19%	0%
NO RESPONSE	7%	31%	0%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	11%	2%	0%
2	18%	4%	11%
3	25%	17%	33%
4	29%	25%	56%
5	7%	19%	0%
NO RESPONSE	11%	33%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	7%	4%	0%
2	11%	15%	0%
3	29%	25%	11%
4	18%	25%	67%
5	25%	12%	22%
NO RESPONSE	11%	19%	0%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
1	7%	4%	0%
2	4%	33%	0%
3	18%	17%	0%
4	39%	17%	67%
5	18%	10%	33%
NO RESPONSE	14%	19%	0%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	7%	10%	11%
2	11%	8%	0%
3	25%	29%	11%
4	18%	25%	33%
5	25%	12%	0%
NO RESPONSE	14%	17%	44%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
1	4%	2%	0%
2	4%	23%	0%
3	14%	25%	0%
4	39%	17%	44%
5	29%	19%	56%
NO RESPONSE	11%	13%	0%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	7%	13%	0%
2	4%	13%	0%
3	21%	27%	0%
4	29%	17%	78%
5	25%	8%	22%
NO RESPONSE	14%	21%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=28	TEACHER N=52	ON-SITE OBSERVER N=9
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	4%	2%	0%
2	7%	2%	0%
3	21%	23%	44%
4	21%	31%	11%
5	18%	17%	0%
NO RESPONSE	29%	25%	44%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
1	0%	12%	0%
2	7%	8%	0%
3	21%	33%	33%
4	36%	17%	22%
5	11%	6%	0%
NO RESPONSE	25%	25%	44%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	7%	2%	0%
2	7%	6%	11%
3	25%	23%	0%
4	18%	25%	11%
5	14%	21%	0%
NO RESPONSE	29%	23%	78%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
2	7%	8%	33%
3	18%	21%	11%
4	39%	21%	11%
5	18%	31%	0%
NO RESPONSE	18%	19%	44%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	0%	6%	0%
2	7%	15%	11%
3	21%	23%	22%
4	32%	15%	22%
5	14%	13%	0%
NO RESPONSE	25%	27%	44%

TABLE 105 CONT'D

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST TEACHERS TO	RESPONDENT GROUP PRINCIPAL N=28	 TEACHER N=52	 ON-SITE OBSERVER N=9
INSTRUCT STUDENTS IN STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	14%	8%	0%
2	25%	10%	0%
3	36%	21%	44%
4	14%	17%	56%
5	4%	12%	0%
NO RESPONSE	7%	33%	0%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	7%	4%	0%
2	18%	4%	22%
3	29%	12%	33%
4	29%	25%	22%
5	11%	25%	0%
NO RESPONSE	7%	31%	22%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOUR			
1	11%	2%	0%
2	29%	4%	33%
3	25%	10%	11%
4	18%	29%	33%
5	7%	21%	0%
NO RESPONSE	11%	35%	22%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	36%	12%	11%
2	11%	10%	56%
3	29%	21%	0%
4	11%	12%	0%
5	0%	4%	0%
NO RESPONSE	14%	42%	33%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST TEACHERS TO:	RESPONDENT GROUP PRINCIPAL N=28	 TEACHER N=52	 ON-SITE OBSERVER N=9
INSTRUCT STUDENTS IN STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	7%	8%	0%
2	21%	19%	0%
3	18%	25%	11%
4	32%	19%	44%
5	11%	13%	44%
NO RESPONSE	11%	15%	0%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	4%	12%	0%
2	7%	13%	11%
3	21%	17%	33%
4	32%	25%	44%
5	25%	17%	11%
NO RESPONSE	11%	15%	0%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOUR			
1	11%	23%	0%
2	11%	19%	0%
3	32%	19%	11%
4	14%	10%	78%
5	18%	4%	11%
NO RESPONSE	14%	25%	0%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	21%	2%	11%
2	18%	33%	11%
3	29%	46%	56%
4	14%	2%	22%
NO RESPONSE	18%	17%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST TEACHERS TO:	RESPONDENT GROUP PRINCIPAL N=28	 TEACHER N=52	 ON-SITE OBSERVER N=9
INSTRUCT STUDENTS IN STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	0%	4%	0%
2	14%	8%	0%
3	18%	21%	33%
4	21%	19%	22%
5	14%	27%	0%
NO RESPONSE	32%	21%	44%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	0%	2%	0%
2	4%	4%	11%
3	18%	10%	22%
4	36%	35%	22%
5	25%	29%	0%
NO RESPONSE	18%	21%	44%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOUR			
1	4%	13%	0%
2	14%	13%	11%
3	25%	27%	11%
4	18%	12%	22%
5	14%	2%	0%
NO RESPONSE	25%	33%	56%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	14%	2%	11%
2	11%	38%	44%
3	18%	38%	0%
4	14%	0%	0%
5	7%	2%	0%
NO RESPONSE	36%	19%	44%

TABLE 106

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	0%	11%	0%
2	11%	9%	0%
3	32%	25%	0%
4	32%	22%	78%
5	7%	16%	11%
NO RESPONSE	18%	17%	11%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	4%	7%	0%
2	11%	17%	0%
3	21%	26%	0%
4	39%	19%	44%
5	7%	12%	44%
NO RESPONSE	18%	20%	11%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	7%	5%	0%
2	14%	14%	0%
3	29%	20%	11%
4	25%	30%	78%
5	11%	17%	0%
NO RESPONSE	14%	14%	11%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	4%	13%	0%
2	21%	16%	0%
3	21%	18%	11%
4	25%	18%	44%
5	14%	16%	33%
NO RESPONSE	14%	20%	11%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	0%	1%	0%
2	0%	2%	11%
3	4%	9%	22%
4	36%	20%	11%
5	39%	44%	11%
NO RESPONSE	21%	23%	44%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	2%	0%
2	0%	1%	22%
3	11%	12%	22%
4	21%	20%	11%
5	46%	40%	0%
NO RESPONSE	21%	24%	44%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	4%	2%	0%
2	4%	3%	22%
3	14%	11%	11%
4	25%	22%	22%
5	36%	37%	0%
NO RESPONSE	18%	25%	44%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	1%	0%
2	0%	4%	22%
3	7%	13%	11%
4	36%	19%	22%
5	39%	38%	0%
NO RESPONSE	18%	26%	44%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	0%	3%	0%
2	4%	3%	33%
3	18%	16%	22%
4	29%	23%	44%
5	29%	23%	0%
NO RESPONSE	21%	32%	0%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	4%	0%
2	7%	4%	11%
3	18%	14%	33%
4	29%	19%	56%
5	25%	24%	0%
NO RESPONSE	21%	35%	0%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	2%	0%
2	4%	3%	22%
3	21%	15%	11%
4	18%	23%	56%
5	32%	27%	0%
NO RESPONSE	25%	31%	11%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	4%	3%	0%
2	7%	4%	11%
3	25%	16%	22%
4	21%	17%	67%
5	25%	26%	0%
NO RESPONSE	18%	34%	0%

TABLE 106 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	4%	5%	0%
2	7%	8%	0%
3	21%	20%	0%
4	36%	23%	44%
5	18%	31%	44%
NO RESPONSE	14%	13%	11%
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	4%	10%	0%
2	21%	10%	22%
3	21%	15%	11%
4	29%	19%	22%
5	11%	31%	33%
NO RESPONSE	14%	15%	11%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	4%	5%	0%
2	14%	11%	0%
3	18%	22%	11%
4	36%	25%	44%
5	14%	23%	33%
NO RESPONSE	14%	13%	11%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	7%	15%	0%
2	14%	14%	0%
3	43%	21%	0%
4	14%	17%	44%
5	7%	15%	44%
NO RESPONSE	14%	18%	11%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	1%	0%
2	0%	1%	11%
3	11%	9%	11%
4	32%	14%	33%
5	39%	48%	0%
NO RESPONSE	18%	26%	44%
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	1%	0%
2	7%	0%	22%
3	25%	10%	22%
4	36%	16%	11%
5	11%	49%	0%
NO RESPONSE	21%	23%	44%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	0%	2%	0%
2	4%	1%	22%
3	11%	10%	22%
4	43%	19%	0%
5	18%	42%	0%
NO RESPONSE	25%	26%	56%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	4%	2%	0%
2	4%	2%	22%
3	14%	17%	22%
4	36%	16%	0%
5	18%	38%	0%
NO RESPONSE	25%	26%	56%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR ELEMENTARY SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	2%	0%
2	4%	2%	33%
3	11%	13%	22%
4	36%	19%	11%
5	32%	34%	0%
NO RESPONSE	18%	30%	33%
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	2%	0%
2	14%	1%	33%
3	18%	12%	33%
4	29%	14%	33%
5	18%	41%	0%
NO RESPONSE	21%	29%	0%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	0%	3%	11%
2	11%	3%	22%
3	11%	11%	33%
4	32%	17%	33%
5	25%	34%	0%
NO RESPONSE	21%	32%	0%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	4%	3%	0%
2	11%	2%	22%
3	18%	16%	44%
4	21%	15%	33%
5	21%	29%	0%
NO RESPONSE	25%	36%	0%

TABLE 106 CONT'D

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE
AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS
IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
OBTAIN THE SCHOOL'S HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	4%	6%	0%
2	18%	15%	0%
3	18%	26%	0%
4	36%	21%	78%
5	11%	15%	11%
NO RESPONSE	14%	17%	11%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	11%	5%	0%
2	11%	8%	0%
3	21%	20%	0%
4	39%	26%	78%
5	4%	26%	11%
NO RESPONSE	14%	16%	11%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	21%	13%	0%
2	14%	12%	0%
3	18%	24%	56%
4	29%	18%	33%
5	0%	13%	0%
NO RESPONSE	18%	20%	11%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	25%	26%	0%
2	18%	15%	0%
3	21%	20%	56%
4	18%	6%	33%
5	4%	10%	0%
NO RESPONSE	14%	22%	11%

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE
AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL PARENTS
SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
OBTAIN THE SCHOOL'S HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	4%	1%	0%
2	4%	4%	11%
3	11%	15%	33%
4	21%	16%	0%
5	36%	36%	0%
NO RESPONSE	25%	28%	56%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	1%	0%
2	7%	1%	11%
3	18%	9%	22%
4	29%	18%	11%
5	29%	44%	0%
NO RESPONSE	18%	27%	56%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	0%	3%	0%
2	11%	2%	11%
3	25%	17%	33%
4	29%	19%	0%
5	14%	31%	0%
NO RESPONSE	21%	28%	56%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	11%	7%	11%
2	11%	8%	33%
3	18%	17%	0%
4	25%	14%	0%
5	18%	28%	0%
NO RESPONSE	18%	26%	56%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED
FOR ELEMENTARY SCHOOL PARENTS IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO	PRINCIPAL N=28	PARENT N=205	ON-SITE OBSERVER N=9
OBTAIN THE SCHOOL'S HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	4%	1%	0%
2	11%	2%	22%
3	14%	16%	33%
4	25%	20%	44%
5	25%	26%	0%
NO RESPONSE	21%	35%	0%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	1%	0%
2	7%	4%	11%
3	25%	9%	89%
4	29%	13%	0%
5	18%	39%	0%
NO RESPONSE	21%	34%	0%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	4%	4%	22%
2	11%	2%	33%
3	18%	17%	11%
4	21%	15%	0%
5	11%	25%	0%
NO RESPONSE	36%	36%	33%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	14%	7%	0%
2	7%	7%	0%
3	21%	14%	0%
4	18%	10%	0%
5	14%	25%	0%
NO RESPONSE	25%	38%	0%

TABLE 107

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP	
	PRINCIPAL N=22	ON-SITE OBSERVER N=4
IMPROVE LEARNING SKILLS		
1	9%	0%
2	0%	25%
3	27%	50%
4	55%	25%
5	9%	0%
DEVELOP EFFECTIVE STUDY HABITS		
1	9%	0%
2	0%	25%
3	18%	25%
4	64%	50%
5	9%	0%
DEVELOP PERSONAL CHARACTERISTICS AND ATTITUDES NECESSARY TO GET AND HOLD A JOB		
1	9%	0%
2	0%	50%
3	55%	25%
4	36%	25%
PLAN THEIR EDUCATION PROGRAMS RELATED TO THEIR INTERESTS, ABILITIES AND CAREER GOALS		
2	9%	0%
	9%	50%
4	73%	50%
5	9%	0%
LEARN ABOUT USE AND ABUSE OF ALCOHOL AND DRUGS		
1	9%	25%
2	9%	25%
3	18%	50%
4	45%	0%
5	18%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP	
	PRINCIPAL N=22	ON-SITE OBSERVER N=4
IMPROVE LEARNING SKILLS		
3	9%	0%
4	36%	75%
5	55%	25%
DEVELOP EFFECTIVE STUDY HABITS		
4	36%	75%
5	64%	25%
DEVELOP PERSONAL CHARACTERISTICS AND ATTITUDES NECESSARY TO GET AND HOLD A JOB		
2	9%	0%
3	0%	25%
4	55%	75%
5	36%	0%
PLAN THEIR EDUCATION PROGRAMS RELATED TO THEIR INTERESTS, ABILITIES AND CAREER GOALS		
3	0%	25%
4	36%	75%
5	64%	0%
LEARN ABOUT USE AND ABUSE OF ALCOHOL AND DRUGS		
2	0%	25%
4	55%	75%
5	45%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP	
	PRINCIPAL N=22	ON-SITE OBSERVER N=4
IMPROVE LEARNING SKILLS		
2	0%	25%
3	27%	50%
4	36%	25%
5	27%	0%
NO RESPONSE	9%	0%
DEVELOP EFFECTIVE STUDY HABITS		
2	0%	25%
3	27%	50%
4	27%	25%
5	27%	0%
NO RESPONSE	18%	0%
DEVELOP PERSONAL CHARACTERISTICS AND ATTITUDES NECESSARY TO GET AND HOLD A JOB		
2	0%	50%
3	9%	50%
4	64%	0%
5	18%	0%
NO RESPONSE	9%	0%
PLAN THEIR EDUCATION PROGRAMS RELATED TO THEIR INTERESTS, ABILITIES AND CAREER GOALS		
3	9%	25%
4	55%	75%
5	27%	0%
NO RESPONSE	9%	0%
LEARN ABOUT USE AND ABUSE OF ALCOHOL AND DRUGS		
1	0%	25%
2	0%	25%
3	18%	25%
4	55%	0%
5	18%	0%
NO RESPONSE	9%	25%

TABLE 107 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
ADJUST TO NEW SCHOOL SITUATIONS		
2	9%	0%
3	27%	25%
4	45%	75%
5	18%	0%
DEVELOP SELF-ESTEEM, SELF-CONFIDENCE		
2	9%	25%
3	18%	25%
4	73%	50%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		
1	9%	0%
2	0%	25%
3	18%	50%
4	55%	25%
5	9%	0%
NO RESPONSE	9%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES WHICH AFFECT SCHOOL WORK		
2	0%	50%
3	64%	25%
4	27%	25%
NO RESPONSE	9%	0%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS		
2	9%	25%
3	18%	25%
4	64%	25%
NO RESPONSE	9%	25%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
ADJUST TO NEW SCHOOL SITUATIONS		
3	9%	0%
4	36%	100%
5	55%	0%
DEVELOP SELF-ESTEEM, SELF-CONFIDENCE		
4	45%	75%
5	55%	25%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		
3	0%	25%
4	27%	50%
5	55%	25%
NO RESPONSE	18%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES WHICH AFFECT SCHOOL WORK		
3	0%	25%
4	36%	75%
5	55%	0%
NO RESPONSE	9%	0%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS		
3	0%	25%
4	55%	75%
5	36%	0%
NO RESPONSE	9%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
ADJUST TO NEW SCHOOL SITUATIONS		
3	9%	25%
4	36%	50%
5	36%	0%
NO RESPONSE	18%	25%
DEVELOP SELF-ESTEEM, SELF-CONFIDENCE		
2	0%	50%
3	0%	25%
4	64%	25%
5	18%	0%
NO RESPONSE	18%	0%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		
2	0%	25%
3	9%	50%
4	45%	25%
5	18%	0%
NO RESPONSE	27%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES WHICH AFFECT SCHOOL WORK		
1	0%	25%
2	0%	25%
3	27%	50%
4	27%	0%
5	9%	0%
NO RESPONSE	36%	0%

TABLE 107 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS		
2	0%	25%
3	45%	50%
4	36%	25%
5	9%	0%
NO RESPONSE	9%	0%
DEVELOP A POSITIVE ATTITUDE TOWARD WORK, RESPECT FOR DIGNITY OF WORK		
1	9%	0%
2	9%	25%
3	45%	50%
4	18%	25%
5	9%	0%
NO RESPONSE	9%	0%
DEVELOP REALISTIC CAREER GOALS		
1	9%	0%
2	0%	25%
3	18%	25%
4	45%	50%
5	18%	0%
NO RESPONSE	9%	0%
DEVELOP POSITIVE ATTITUDE TO SCHOOL		
2	0%	25%
3	18%	50%
4	55%	25%
5	27%	0%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES		
3	18%	50%
4	45%	50%
5	27%	0%
NO RESPONSE	9%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS		
2	0%	25%
3	9%	0%
4	27%	75%
5	55%	0%
NO RESPONSE	9%	0%
DEVELOP A POSITIVE ATTITUDE TOWARD WORK, RESPECT FOR DIGNITY OF WORK		
2	0%	25%
4	36%	50%
5	55%	25%
NO RESPONSE	9%	0%
DEVELOP REALISTIC CAREER GOALS		
2	9%	0%
3	9%	0%
4	9%	100%
5	64%	0%
NO RESPONSE	9%	0%
DEVELOP POSITIVE ATTITUDE TO SCHOOL		
2	0%	25%
3	0%	25%
4	27%	25%
5	73%	25%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES		
3	0%	25%
4	27%	75%
5	64%	0%
NO RESPONSE	9%	0%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS		
2	0%	25%
3	18%	50%
4	27%	25%
5	18%	0%
NO RESPONSE	36%	0%
DEVELOP A POSITIVE ATTITUDE TOWARD WORK, RESPECT FOR DIGNITY OF WORK		
2	0%	25%
3	27%	50%
4	27%	25%
5	9%	0%
NO RESPONSE	36%	0%
DEVELOP REALISTIC CAREER GOALS		
2	0%	50%
3	9%	0%
4	36%	50%
5	18%	0%
NO RESPONSE	36%	0%
DEVELOP POSITIVE ATTITUDE TO SCHOOL		
2	0%	25%
3	0%	25%
4	36%	50%
5	36%	0%
NO RESPONSE	27%	0%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES		
3	9%	50%
4	36%	50%
5	18%	0%
NO RESPONSE	36%	0%

TABLE 107 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
UNDERSTAND HOW SCHOOL RELATES TO WORK		
2	9%	50%
3	27%	0%
4	55%	50%
NO RESPONSE	9%	0%
LEARN ABOUT CONTINUING EDUCATIONAL OPPORTUNITIES		
2	9%	50%
3	45%	0%
4	18%	50%
5	18%	0%
NO RESPONSE	9%	0%
LEARN ABOUT JOB SEARCHING SKILLS		
1	9%	0%
2	18%	50%
3	27%	0%
4	27%	50%
5	9%	0%
NO RESPONSE	9%	0%
REALISTICALLY ASSESS THEIR INTERESTS, ABILITIES, AND ACHIEVEMENTS		
3	9%	0%
4	18%	75%
5	64%	25%
NO RESPONSE	9%	0%
KEEP INFORMED ABOUT CAREER OPPORTUNITIES IN ALBERTA		
3	36%	50%
4	27%	50%
5	27%	0%
NO RESPONSE	9%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
UNDERSTAND HOW SCHOOL RELATES TO WORK		
3	9%	25%
4	27%	75%
5	55%	0%
NO RESPONSE	9%	0%
LEARN ABOUT CONTINUING EDUCATIONAL OPPORTUNITIES		
3	9%	25%
4	45%	75%
5	36%	0%
NO RESPONSE	9%	0%
LEARN ABOUT JOB SEARCHING SKILLS		
1	9%	0%
3	9%	25%
4	27%	75%
5	45%	0%
NO RESPONSE	9%	0%
REALISTICALLY ASSESS THEIR INTERESTS, ABILITIES, AND ACHIEVEMENTS		
3	9%	0%
4	18%	75%
5	64%	25%
NO RESPONSE	9%	0%
KEEP INFORMED ABOUT CAREER OPPORTUNITIES IN ALBERTA		
3	36%	50%
4	27%	50%
5	27%	0%
NO RESPONSE	9%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
UNDERSTAND HOW SCHOOL RELATES TO WORK		
2	0%	50%
3	9%	50%
4	55%	0%
NO RESPONSE	36%	0%
LEARN ABOUT CONTINUING EDUCATIONAL OPPORTUNITIES		
2	0%	50%
3	27%	0%
4	27%	50%
5	9%	0%
NO RESPONSE	36%	0%
LEARN ABOUT JOB SEARCHING SKILLS		
2	9%	50%
3	18%	25%
4	18%	0%
5	18%	0%
NO RESPONSE	36%	25%
REALISTICALLY ASSESS THEIR INTERESTS, ABILITIES, AND ACHIEVEMENTS		
2	0%	25%
3	18%	25%
4	36%	50%
5	9%	0%
NO RESPONSE	36%	0%
KEEP INFORMED ABOUT CAREER OPPORTUNITIES IN ALBERTA		
1	0%	25%
2	9%	50%
3	27%	25%
4	27%	0%
NO RESPONSE	36%	0%

TABLE 107 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP PRINCIPAL N=22	RESPONDENT GROUP ON-SITE OBSERVER N=4
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		
2	9%	25%
3	27%	25%
4	36%	50%
5	18%	0%
NO RESPONSE	9%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS		
2	0%	50%
3	27%	50%
4	55%	0%
5	9%	0%
NO RESPONSE	9%	0%
DECLARE THEIR INDIVIDUAL AND HUMAN RIGHTS WHEN THESE ARE CLEARLY ABUSED		
1	9%	0%
2	9%	50%
3	18%	25%
4	55%	0%
NO RESPONSE	9%	25%
SELECT AND ENTER AN EDUCATIONAL PROGRAM AT A POST-SECONDARY INSTITUTION		
1	9%	0%
2	18%	25%
3	36%	25%
4	18%	25%
NO RESPONSE	18%	25%
DEVELOP LEISURE TIME ACTIVITIES		
1	18%	0%
2	18%	50%
3	18%	25%
4	36%	25%
NO RESPONSE	9%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP PRINCIPAL N=22	RESPONDENT GROUP ON-SITE OBSERVER N=4
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		
2	0%	25%
3	18%	0%
4	18%	50%
5	55%	25%
NO RESPONSE	9%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS		
2	0%	25%
3	9%	50%
4	18%	0%
5	64%	25%
NO RESPONSE	9%	0%
DECLARE THEIR INDIVIDUAL AND HUMAN RIGHTS WHEN THESE ARE CLEARLY ABUSED		
2	0%	25%
3	18%	25%
4	18%	50%
5	55%	0%
NO RESPONSE	9%	0%
SELECT AND ENTER AN EDUCATIONAL PROGRAM AT A POST-SECONDARY INSTITUTION		
1	9%	0%
2	0%	25%
3	36%	25%
4	9%	25%
5	27%	0%
NO RESPONSE	18%	25%
DEVELOP LEISURE TIME ACTIVITIES		
1	9%	0%
2	9%	0%
3	9%	75%
4	36%	0%
5	27%	25%
NO RESPONSE	9%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP PRINCIPAL N=22	RESPONDENT GROUP ON-SITE OBSERVER N=4
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		
2	0%	25%
3	18%	0%
4	27%	75%
5	18%	0%
NO RESPONSE	36%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS		
2	0%	50%
3	36%	50%
4	18%	0%
5	9%	0%
NO RESPONSE	36%	0%
DECLARE THEIR INDIVIDUAL AND HUMAN RIGHTS WHEN THESE ARE CLEARLY ABUSED		
2	0%	50%
3	36%	25%
4	18%	0%
5	9%	0%
NO RESPONSE	36%	25%
SELECT AND ENTER AN EDUCATIONAL PROGRAM AT A POST-SECONDARY INSTITUTION		
2	0%	25%
3	36%	0%
4	18%	50%
NO RESPONSE	45%	25%
DEVELOP LEISURE TIME ACTIVITIES		
2	18%	50%
3	27%	50%
4	18%	0%
NO RESPONSE	36%	0%

TABLE 107 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
SEEK THE HELP OF COMMUNITY AGENCIES FOR SPECIAL CONCERNS		
2	18%	50%
3	27%	25%
4	36%	25%
5	9%	0%
NO RESPONSE	9%	0%
RESOLVE INTERPERSONAL CONFLICTS		
2	0%	50%
3	36%	0%
4	36%	50%
5	18%	0%
NO RESPONSE	9%	0%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS		
1	0%	25%
2	18%	25%
3	27%	25%
4	45%	0%
NO RESPONSE	9%	25%
CHANGE THEIR SCHOOL PROGRAM AND CAREER GOALS IN LIGHT OF NEW INFORMATION AND CHANGED CIRCUMSTANCES		
1	9%	0%
2	27%	0%
3	27%	50%
4	18%	50%
5	9%	0%
NO RESPONSE	9%	0%
GET APPROPRIATE WORK EXPERIENCE		
1	36%	25%
2	36%	25%
3	18%	0%
NO RESPONSE	9%	50%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
SEEK THE HELP OF COMMUNITY AGENCIES FOR SPECIAL CONCERNS		
2	0%	25%
3	18%	25%
4	45%	50%
5	27%	0%
NO RESPONSE	9%	0%
RESOLVE INTERPERSONAL CONFLICTS		
3	9%	50%
4	36%	25%
5	45%	25%
NO RESPONSE	9%	0%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS		
2	9%	25%
3	18%	50%
4	27%	25%
5	36%	0%
NO RESPONSE	9%	0%
CHANGE THEIR SCHOOL PROGRAM AND CAREER GOALS IN LIGHT OF NEW INFORMATION AND CHANGED CIRCUMSTANCES		
2	9%	0%
3	9%	25%
4	36%	75%
5	36%	0%
NO RESPONSE	9%	0%
GET APPROPRIATE WORK EXPERIENCE		
1	27%	0%
2	0%	50%
3	36%	0%
4	18%	0%
5	9%	0%
NO RESPONSE	9%	50%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP	
TO ASSIST STUDENTS TO:	PRINCIPAL N=22	ON-SITE OBSERVER N=4
SEEK THE HELP OF COMMUNITY AGENCIES FOR SPECIAL CONCERNS		
2	0%	50%
3	27%	50%
4	27%	0%
5	9%	0%
NO RESPONSE	36%	0%
RESOLVE INTERPERSONAL CONFLICTS		
2	0%	50%
3	9%	25%
4	36%	25%
5	18%	0%
NO RESPONSE	36%	0%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS		
1	0%	25%
2	9%	25%
3	18%	50%
4	27%	0%
5	9%	0%
NO RESPONSE	36%	0%
CHANGE THEIR SCHOOL PROGRAM AND CAREER GOALS IN LIGHT OF NEW INFORMATION AND CHANGED CIRCUMSTANCES		
1	9%	0%
2	0%	25%
3	18%	25%
4	27%	50%
5	9%	0%
NO RESPONSE	36%	0%
GET APPROPRIATE WORK EXPERIENCE		
1	9%	25%
2	27%	25%
3	18%	0%
4	9%	0%
NO RESPONSE	36%	50%

TABLE 108

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	18%	8%	0%
2	9%	15%	0%
3	18%	27%	25%
4	45%	15%	75%
5	0%	23%	0%
NO RESPONSE	9%	12%	0%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
1	9%	0%	0%
2	9%	12%	0%
3	9%	23%	25%
4	64%	38%	75%
5	0%	15%	0%
NO RESPONSE	9%	12%	0%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
2	27%	15%	0%
3	9%	19%	75%
4	55%	38%	25%
5	0%	15%	0%
NO RESPONSE	9%	12%	0%
EVALUATE STUDENT PROGRESS			
1	0%	4%	0%
2	9%	19%	0%
3	36%	15%	25%
4	36%	38%	75%
5	9%	12%	0%
NO RESPONSE	9%	12%	0%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	18%	4%	0%
2	9%	23%	0%
3	18%	12%	100%
4	45%	35%	0%
5	0%	15%	0%
NO RESPONSE	9%	12%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	9%	0%	0%
2	0%	4%	0%
3	27%	8%	0%
4	18%	31%	50%
5	45%	42%	50%
NO RESPONSE	0%	15%	0%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
3	18%	8%	0%
4	36%	35%	50%
5	45%	38%	50%
NO RESPONSE	0%	19%	0%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
3	18%	8%	0%
4	36%	38%	50%
5	45%	35%	50%
NO RESPONSE	0%	19%	0%
EVALUATE STUDENT PROGRESS			
1	0%	4%	0%
2	0%	8%	0%
3	36%	12%	25%
4	27%	35%	50%
5	36%	23%	25%
NO RESPONSE	0%	19%	0%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	9%	4%	0%
2	9%	15%	0%
3	18%	4%	25%
4	27%	27%	75%
5	36%	31%	0%
NO RESPONSE	0%	19%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
2	9%	0%	0%
3	18%	19%	0%
4	18%	23%	75%
5	18%	23%	0%
NO RESPONSE	36%	35%	25%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
2	9%	4%	0%
3	0%	12%	25%
4	36%	35%	25%
5	18%	19%	25%
NO RESPONSE	36%	31%	25%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
2	9%	4%	0%
3	9%	19%	75%
4	27%	35%	0%
5	18%	19%	0%
NO RESPONSE	36%	23%	25%
EVALUATE STUDENT PROGRESS			
2	0%	12%	0%
3	18%	4%	25%
4	27%	38%	50%
5	18%	23%	0%
NO RESPONSE	36%	23%	25%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
2	18%	8%	0%
3	0%	8%	75%
4	36%	38%	0%
5	9%	19%	0%
NO RESPONSE	36%	27%	25%

TABLE 108 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
1	9%	0%	0%
2	9%	12%	0%
3	9%	15%	50%
4	55%	46%	50%
5	9%	15%	0%
NO RESPONSE	9%	12%	0%
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS			
1	9%	0%	0%
2	0%	8%	0%
3	27%	4%	25%
4	45%	46%	75%
5	9%	31%	0%
NO RESPONSE	9%	12%	0%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	9%	15%	0%
2	27%	12%	50%
3	0%	27%	25%
4	45%	19%	25%
5	9%	19%	0%
NO RESPONSE	9%	8%	0%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	9%	15%	0%
2	0%	12%	0%
3	27%	27%	50%
4	36%	31%	50%
5	18%	4%	0%
NO RESPONSE	9%	12%	0%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	0%	4%	0%
2	18%	4%	25%
3	27%	15%	0%
4	27%	35%	50%
5	18%	35%	0%
NO RESPONSE	9%	8%	25%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
3	0%	8%	25%
4	45%	35%	75%
5	55%	38%	0%
NO RESPONSE	0%	19%	0%
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS			
2	9%	0%	0%
3	0%	4%	0%
4	27%	31%	75%
5	64%	46%	25%
NO RESPONSE	0%	19%	0%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	9%	8%	0%
2	0%	4%	0%
3	27%	8%	0%
4	27%	27%	100%
5	36%	38%	0%
NO RESPONSE	0%	15%	0%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	0%	4%	0%
3	9%	4%	0%
4	45%	50%	75%
5	45%	23%	25%
NO RESPONSE	0%	19%	0%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	9%	0%	0%
3	9%	4%	0%
4	64%	31%	100%
5	18%	50%	0%
NO RESPONSE	0%	15%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
2	0%	4%	0%
3	9%	4%	75%
4	45%	42%	0%
5	9%	23%	0%
NO RESPONSE	36%	27%	25%
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS			
2	0%	8%	0%
3	18%	4%	0%
4	27%	31%	75%
5	18%	27%	0%
NO RESPONSE	36%	31%	25%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	0%	4%	0%
2	18%	4%	25%
3	9%	15%	25%
4	27%	19%	25%
5	9%	23%	0%
NO RESPONSE	36%	35%	25%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	0%	4%	0%
2	9%	8%	0%
3	0%	8%	25%
4	45%	27%	50%
5	9%	15%	0%
NO RESPONSE	36%	38%	25%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
2	9%	4%	25%
3	9%	4%	0%
4	27%	23%	50%
5	18%	38%	0%
NO RESPONSE	36%	31%	25%

TABLE 108 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	27%	12%	0%
2	9%	12%	0%
3	9%	19%	50%
4	27%	27%	50%
5	18%	12%	0%
NO RESPONSE	9%	19%	0%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
2	18%	12%	0%
3	0%	19%	25%
4	73%	35%	75%
5	0%	15%	0%
NO RESPONSE	9%	19%	0%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	9%	12%	50%
2	18%	12%	0%
3	9%	12%	25%
4	36%	27%	25%
5	18%	15%	0%
NO RESPONSE	9%	23%	0%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
2	0%	23%	25%
3	36%	23%	50%
4	36%	19%	25%
5	18%	23%	0%
NO RESPONSE	9%	12%	0%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	0%	4%	0%
2	9%	19%	0%
3	27%	15%	50%
4	55%	27%	50%
5	0%	19%	0%
NO RESPONSE	9%	15%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	9%	12%	0%
2	18%	4%	0%
3	9%	19%	0%
4	27%	23%	75%
5	36%	19%	25%
NO RESPONSE	0%	23%	0%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
2	0%	4%	0%
3	27%	8%	0%
4	45%	38%	75%
5	27%	23%	25%
NO RESPONSE	0%	27%	0%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	0%	0%	25%
2	9%	4%	0%
3	18%	19%	25%
4	55%	31%	50%
5	18%	12%	0%
NO RESPONSE	0%	35%	0%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
3	0%	8%	0%
4	55%	35%	100%
5	36%	35%	0%
NO RESPONSE	9%	23%	0%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	0%	4%	0%
2	0%	4%	0%
3	0%	8%	25%
4	55%	35%	50%
5	45%	27%	25%
NO RESPONSE	0%	23%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	0%	4%	0%
2	18%	8%	0%
3	9%	8%	25%
4	18%	23%	50%
5	18%	15%	0%
NO RESPONSE	36%	42%	25%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
2	9%	8%	0%
3	18%	8%	25%
4	18%	35%	50%
5	18%	15%	0%
NO RESPONSE	36%	35%	25%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	0%	0%	50%
2	18%	4%	0%
3	9%	31%	0%
4	18%	12%	25%
5	18%	15%	0%
NO RESPONSE	36%	38%	25%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
2	0%	8%	50%
3	18%	8%	0%
4	27%	27%	25%
5	18%	27%	0%
NO RESPONSE	36%	31%	25%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	0%	4%	0%
2	0%	4%	0%
3	18%	15%	50%
4	27%	27%	25%
5	18%	19%	0%
NO RESPONSE	36%	31%	25%

TABLE 108 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
INSTRUCT STUDENTS IN STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	0%	19%	0%
2	9%	8%	25%
3	18%	27%	50%
4	55%	23%	25%
5	9%	12%	0%
NO RESPONSE	9%	12%	0%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	9%	8%	0%
2	36%	8%	0%
3	9%	12%	50%
4	27%	35%	50%
5	9%	31%	0%
NO RESPONSE	9%	8%	0%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOUR			
1	0%	8%	0%
2	18%	19%	0%
3	27%	35%	50%
4	45%	15%	50%
5	0%	15%	0%
NO RESPONSE	9%	8%	0%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	18%	15%	0%
2	9%	31%	50%
3	45%	23%	50%
4	18%	8%	0%
5	0%	8%	0%
NO RESPONSE	9%	15%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
INSTRUCT STUDENTS IN STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	9%	4%	0%
3	9%	31%	0%
4	55%	27%	75%
5	27%	27%	25%
NO RESPONSE	0%	12%	0%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	9%	4%	0%
3	27%	12%	50%
4	27%	18%	50%
5	36%	31%	0%
NO RESPONSE	0%	15%	0%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOUR			
1	9%	4%	0%
3	27%	23%	25%
4	45%	38%	75%
5	18%	19%	0%
NO RESPONSE	0%	15%	0%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	18%	4%	0%
2	18%	8%	0%
3	9%	19%	0%
4	27%	27%	100%
5	27%	19%	0%
NO RESPONSE	0%	23%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=22	TEACHER N=26	ON-SITE OBSERVER N=4
INSTRUCT STUDENTS IN STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
2	9%	4%	25%
3	18%	23%	50%
4	18%	15%	0%
5	18%	19%	0%
NO RESPONSE	36%	38%	25%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
2	9%	8%	0%
3	27%	4%	50%
4	18%	23%	25%
5	9%	31%	0%
NO RESPONSE	36%	35%	25%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOUR			
2	0%	4%	0%
3	36%	19%	25%
4	18%	23%	50%
5	9%	15%	0%
NO RESPONSE	36%	38%	25%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	9%	0%	0%
2	18%	8%	25%
3	9%	23%	50%
4	18%	12%	0%
5	9%	12%	0%
NO RESPONSE	36%	46%	25%

TABLE 109

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	0%	9%	0%
2	27%	13%	0%
3	36%	21%	0%
4	27%	15%	0%
5	0%	12%	0%
NO RESPONSE	9%	30%	0%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	11%	0%
2	18%	13%	50%
3	27%	21%	25%
4	36%	14%	0%
5	9%	10%	0%
NO RESPONSE	9%	31%	25%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	13%	0%
2	9%	13%	50%
3	9%	23%	0%
4	45%	15%	25%
5	27%	15%	0%
NO RESPONSE	9%	22%	25%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	17%	0%
2	9%	15%	25%
3	0%	13%	25%
4	64%	13%	25%
5	18%	10%	0%
NO RESPONSE	9%	32%	25%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	9%	3%	0%
2	0%	3%	50%
3	9%	11%	25%
4	36%	19%	25%
5	45%	42%	0%
NO RESPONSE	0%	23%	0%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	5%	0%
2	0%	2%	50%
3	0%	9%	0%
4	55%	17%	50%
5	45%	44%	0%
NO RESPONSE	0%	24%	0%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	3%	0%
2	0%	2%	25%
3	9%	11%	0%
4	45%	24%	75%
5	45%	38%	0%
NO RESPONSE	0%	21%	0%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	4%	0%
2	9%	4%	0%
3	0%	17%	0%
4	45%	21%	75%
5	45%	30%	0%
NO RESPONSE	0%	25%	25%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	0%	5%	0%
2	18%	6%	0%
3	18%	12%	0%
4	9%	19%	100%
5	18%	20%	0%
NO RESPONSE	36%	38%	0%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	7%	0%
2	9%	5%	0%
3	9%	13%	25%
4	27%	17%	75%
5	18%	19%	0%
NO RESPONSE	36%	39%	0%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	6%	0%
2	0%	1%	0%
3	27%	15%	25%
4	0%	20%	75%
5	36%	21%	0%
NO RESPONSE	36%	37%	0%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	6%	0%
2	9%	3%	0%
3	0%	17%	0%
4	36%	17%	75%
5	18%	17%	0%
NO RESPONSE	36%	40%	25%

TABLE 109 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	7%	0%
2	18%	6%	0%
3	18%	20%	0%
4	36%	25%	50%
5	18%	25%	0%
NO RESPONSE	9%	18%	50%
OBTAIN ACCESS TO THEIR CHILD S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	8%	0%
2	9%	10%	0%
3	27%	20%	0%
4	36%	19%	50%
5	18%	18%	0%
NO RESPONSE	9%	26%	50%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	9%	7%	0%
2	0%	9%	0%
3	27%	21%	25%
4	36%	21%	25%
5	18%	17%	0%
NO RESPONSE	9%	25%	50%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	0%	17%	0%
2	27%	17%	0%
3	9%	17%	50%
4	27%	10%	0%
5	27%	10%	0%
NO RESPONSE	9%	28%	50%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	4%	0%
2	0%	1%	0%
3	18%	7%	0%
4	36%	17%	75%
5	45%	47%	0%
NO RESPONSE	0%	24%	25%
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	3%	0%
2	0%	3%	0%
3	9%	11%	50%
4	45%	17%	0%
5	45%	43%	0%
NO RESPONSE	0%	23%	50%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	0%	5%	0%
2	0%	1%	0%
3	0%	11%	50%
4	55%	21%	25%
5	45%	36%	0%
NO RESPONSE	0%	26%	25%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	0%	3%	0%
2	0%	3%	25%
3	9%	13%	0%
4	45%	18%	50%
5	45%	37%	0%
NO RESPONSE	0%	26%	25%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	4%	0%
2	0%	5%	0%
3	27%	11%	0%
4	9%	19%	75%
5	27%	32%	0%
NO RESPONSE	36%	30%	25%
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	4%	0%
2	0%	3%	0%
3	9%	10%	50%
4	27%	21%	25%
5	27%	28%	0%
NO RESPONSE	36%	34%	25%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	0%	5%	0%
2	0%	3%	0%
3	18%	14%	50%
4	18%	17%	25%
5	27%	28%	0%
NO RESPONSE	36%	34%	25%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	0%	3%	0%
2	9%	5%	0%
3	9%	15%	0%
4	18%	15%	75%
5	27%	21%	0%
NO RESPONSE	36%	42%	25%

TABLE 109 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
OBTAIN THE SCHOOL'S HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	9%	12%	0%
2	9%	13%	25%
3	18%	20%	0%
4	36%	14%	25%
5	9%	12%	0%
NO RESPONSE	18%	29%	50%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	9%	0%
2	9%	7%	25%
3	36%	20%	0%
4	18%	18%	25%
5	27%	21%	0%
NO RESPONSE	9%	26%	50%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	18%	17%	0%
2	18%	11%	0%
3	36%	19%	50%
4	18%	13%	0%
5	0%	11%	0%
NO RESPONSE	9%	28%	50%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	9%	27%	0%
2	9%	15%	25%
3	36%	13%	0%
4	27%	7%	25%
5	9%	11%	0%
NO RESPONSE	9%	28%	50%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
OBTAIN THE SCHOOL'S HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	9%	4%	0%
2	0%	4%	25%
3	18%	15%	0%
4	36%	18%	50%
5	27%	33%	0%
NO RESPONSE	9%	26%	25%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	4%	0%
2	0%	3%	0%
3	9%	13%	50%
4	45%	19%	25%
5	45%	37%	0%
NO RESPONSE	0%	25%	25%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	9%	7%	0%
2	18%	6%	25%
3	18%	21%	0%
4	27%	17%	25%
5	27%	25%	0%
NO RESPONSE	0%	26%	50%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	0%	4%	0%
2	9%	5%	25%
3	9%	16%	50%
4	36%	19%	0%
5	45%	30%	0%
NO RESPONSE	0%	26%	25%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR JUNIOR HIGH SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=22	PARENT N=151	ON-SITE OBSERVER N=4
OBTAIN THE SCHOOL'S HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	0%	7%	0%
2	0%	6%	0%
3	18%	16%	25%
4	18%	16%	50%
5	18%	18%	0%
NO RESPONSE	45%	38%	25%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	3%	0%
2	0%	5%	0%
3	9%	12%	25%
4	18%	18%	25%
5	36%	26%	25%
NO RESPONSE	36%	37%	25%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	9%	6%	0%
2	18%	5%	0%
3	0%	20%	75%
4	27%	13%	0%
5	9%	18%	0%
NO RESPONSE	36%	38%	25%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	0%	7%	0%
2	0%	5%	0%
3	27%	15%	0%
4	18%	14%	75%
5	18%	22%	0%
NO RESPONSE	36%	38%	25%

TABLE 110

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
IMPROVE LEARNING SKILLS			
1	7%	17%	25%
2	13%	17%	0%
3	37%	33%	25%
4	24%	33%	25%
5	7%	0%	25%
NO RESPONSE	13%	0%	0%
DEVELOP EFFECTIVE STUDY HABITS			
1	11%	0%	25%
2	18%	33%	25%
3	34%	17%	0%
4	18%	50%	25%
5	6%	0%	25%
NO RESPONSE	12%	0%	0%
DEVELOP PERSONAL CHARACTERISTICS AND ATTITUDES NECESSARY TO GET AND HOLD A JOB			
1	10%	0%	25%
2	18%	17%	0%
3	31%	33%	25%
4	23%	33%	25%
5	6%	17%	25%
NO RESPONSE	12%	0%	0%
PLAN THEIR EDUCATION PROGRAMS RELATED TO THEIR INTERESTS, ABILITIES, AND CAREER GOALS			
1	5%	0%	0%
2	14%	17%	25%
3	28%	17%	0%
4	30%	50%	25%
5	12%	17%	50%
NO RESPONSE	12%	0%	0%
LEARN ABOUT USE AND ABUSE OF ALCOHOL AND DRUGS			
1	18%	0%	25%
2	19%	33%	25%
3	25%	17%	25%
4	17%	50%	25%
5	9%	0%	0%
NO RESPONSE	11%	0%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
IMPROVE LEARNING SKILLS			
1	2%	17%	0%
2	6%	0%	0%
3	17%	17%	50%
4	35%	0%	25%
5	30%	50%	25%
NO RESPONSE	10%	17%	0%
DEVELOP EFFECTIVE STUDY HABITS			
1	4%	0%	0%
2	5%	0%	0%
3	20%	0%	0%
4	30%	13%	25%
5	32%	50%	75%
NO RESPONSE	10%	17%	0%
DEVELOP PERSONAL CHARACTERISTICS AND ATTITUDES NECESSARY TO GET AND HOLD A JOB			
1	2%	0%	0%
2	5%	17%	0%
3	22%	0%	25%
4	32%	17%	25%
5	30%	50%	25%
NO RESPONSE	9%	17%	25%
PLAN THEIR EDUCATION PROGRAMS RELATED TO THEIR INTERESTS, ABILITIES, AND CAREER GOALS			
1	2%	0%	0%
2	4%	0%	0%
3	16%	0%	0%
4	30%	50%	25%
5	37%	33%	75%
NO RESPONSE	10%	17%	0%
LEARN ABOUT USE AND ABUSE OF ALCOHOL AND DRUGS			
1	4%	0%	0%
2	4%	0%	0%
3	20%	17%	50%
4	24%	33%	25%
5	38%	33%	25%
NO RESPONSE	10%	17%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
IMPROVE LEARNING SKILLS			
1	4%	0%	0%
2	7%	0%	0%
3	28%	17%	50%
4	29%	17%	0%
5	14%	33%	0%
NO RESPONSE	17%	33%	50%
DEVELOP EFFECTIVE STUDY HABITS			
1	7%	0%	0%
2	8%	0%	0%
3	26%	0%	25%
4	25%	33%	0%
5	16%	33%	0%
NO RESPONSE	18%	33%	75%
DEVELOP PERSONAL CHARACTERISTICS AND ATTITUDES NECESSARY TO GET AND HOLD A JOB			
1	5%	0%	0%
2	8%	0%	25%
3	25%	0%	0%
4	27%	17%	25%
5	16%	50%	0%
NO RESPONSE	18%	33%	50%
PLAN THEIR EDUCATION PROGRAMS RELATED TO THEIR INTERESTS, ABILITIES, AND CAREER GOALS			
1	4%	0%	0%
2	5%	0%	0%
3	23%	17%	0%
4	30%	33%	50%
5	23%	33%	0%
NO RESPONSE	16%	17%	50%
LEARN ABOUT USE AND ABUSE OF ALCOHOL AND DRUGS			
1	8%	0%	0%
2	11%	33%	0%
3	23%	0%	25%
4	20%	17%	0%
5	20%	33%	0%
NO RESPONSE	18%	17%	75%

TABLE 110 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
ADJUST TO NEW SCHOOL SITUATIONS			
1	13%	0%	25%
2	19%	33%	0%
3	34%	17%	25%
4	15%	17%	25%
5	6%	33%	25%
NO RESPONSE	13%	0%	0%
DEVELOP SELF-ESTEEM, SELF-CONFIDENCE			
1	14%	0%	0%
2	20%	50%	25%
3	33%	17%	0%
4	19%	17%	50%
5	4%	17%	25%
NO RESPONSE	11%	0%	0%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS			
1	8%	17%	0%
2	15%	33%	50%
3	34%	17%	25%
4	25%	17%	0%
5	5%	17%	25%
NO RESPONSE	12%	0%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES WHICH AFFECT SCHOOL WORK			
1	15%	0%	0%
2	23%	17%	25%
3	26%	67%	50%
4	19%	0%	0%
5	5%	17%	25%
NO RESPONSE	11%	0%	0%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS			
1	12%	0%	25%
2	19%	33%	50%
3	31%	17%	25%
4	19%	33%	0%
5	7%	17%	0%
NO RESPONSE	12%	0%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
ADJUST TO NEW SCHOOL SITUATIONS			
1	5%	0%	0%
2	7%	0%	0%
3	27%	17%	0%
4	32%	17%	50%
5	20%	50%	50%
NO RESPONSE	10%	17%	0%
DEVELOP SELF-ESTEEM, SELF-CONFIDENCE			
1	2%	0%	0%
2	6%	33%	25%
3	21%	0%	0%
4	34%	17%	50%
5	28%	33%	25%
NO RESPONSE	9%	17%	0%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS			
1	2%	17%	0%
2	4%	17%	0%
3	19%	0%	25%
4	35%	17%	25%
5	30%	33%	50%
NO RESPONSE	8%	17%	0%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES WHICH AFFECT SCHOOL WORK			
1	3%	0%	0%
2	5%	0%	0%
3	22%	17%	25%
4	32%	33%	25%
5	[illegible]	33%	50%
NO RESPONSE	9%	17%	0%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS			
1	4%	0%	0%
2	7%	17%	25%
3	26%	0%	0%
4	31%	33%	50%
5	22%	33%	25%
NO RESPONSE	10%	17%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
ADJUST TO NEW SCHOOL SITUATIONS			
1	8%	0%	0%
2	8%	0%	0%
3	25%	0%	25%
4	24%	33%	50%
5	15%	33%	0%
NO RESPONSE	19%	33%	25%
DEVELOP SELF-ESTEEM, SELF-CONFIDENCE			
1	6%	0%	0%
2	9%	0%	25%
3	22%	17%	25%
4	28%	17%	25%
5	15%	33%	0%
NO RESPONSE	19%	33%	25%
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS			
1	4%	0%	0%
2	8%	0%	50%
3	26%	17%	0%
4	26%	17%	0%
5	17%	33%	0%
NO RESPONSE	19%	33%	50%
DEAL WITH NEGATIVE FEELINGS AND ATTITUDES WHICH AFFECT SCHOOL WORK			
1	6%	0%	0%
2	11%	0%	50%
3	23%	17%	0%
4	27%	33%	25%
5	14%	17%	0%
NO RESPONSE	18%	33%	25%
LEARN WHAT THE LAW REQUIRES, WHAT SOCIETY EXPECTS			
1	6%	0%	0%
2	10%	0%	25%
3	27%	17%	25%
4	25%	17%	0%
5	13%	33%	0%
NO RESPONSE	19%	33%	50%

TABLE 110 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO	RESPONDENT GROUP		
	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS			
1	12%	17%	0%
2	18%	33%	50%
3	36%	0%	0%
4	18%	33%	50%
5	4%	17%	0%
NO RESPONSE	14%	0%	0%
DEVELOP A POSITIVE ATTITUDE TOWARD WORK; RESPECT FOR DIGNITY OF WORK			
1	11%	0%	0%
2	19%	50%	25%
3	31%	0%	0%
4	23%	33%	50%
5	4%	17%	25%
NO RESPONSE	12%	0%	0%
DEVELOP REALISTIC CAREER GOALS			
1	5%	0%	0%
2	13%	33%	25%
3	27%	0%	0%
4	30%	50%	50%
5	13%	17%	25%
NO RESPONSE	12%	0%	0%
DEVELOP POSITIVE ATTITUDE TO SCHOOL			
1	11%	0%	0%
2	15%	33%	25%
3	32%	17%	50%
4	21%	33%	0%
5	9%	17%	25%
NO RESPONSE	12%	0%	0%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES			
1	10%	0%	0%
2	15%	33%	50%
3	34%	17%	0%
4	23%	33%	25%
5	6%	17%	25%
NO RESPONSE	12%	0%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP		
	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS			
1	4%	17%	0%
2	8%	17%	25%
3	28%	0%	25%
4	31%	17%	25%
5	19%	33%	25%
NO RESPONSE	11%	17%	0%
DEVELOP A POSITIVE ATTITUDE TOWARD WORK; RESPECT FOR DIGNITY OF WORK			
1	2%	0%	0%
2	5%	33%	0%
3	23%	0%	0%
4	34%	17%	50%
5	24%	33%	50%
NO RESPONSE	11%	17%	0%
DEVELOP REALISTIC CAREER GOALS			
1	1%	0%	0%
2	3%	0%	0%
3	17%	0%	0%
4	33%	50%	50%
5	35%	33%	50%
NO RESPONSE	11%	17%	0%
DEVELOP POSITIVE ATTITUDE TO SCHOOL			
1	3%	0%	0%
2	5%	17%	0%
3	25%	17%	0%
4	29%	17%	75%
5	28%	33%	25%
NO RESPONSE	10%	17%	0%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES			
1	3%	0%	0%
2	5%	17%	25%
3	24%	17%	50%
4	32%	33%	0%
5	24%	17%	25%
NO RESPONSE	11%	17%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

TO ASSIST STUDENTS TO:	RESPONDENT GROUP		
	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
DEVELOP UNDERSTANDING OF INDIVIDUALS AND GROUPS			
1	7%	0%	0%
2	13%	0%	25%
3	25%	0%	0%
4	23%	50%	25%
5	12%	17%	0%
NO RESPONSE	20%	33%	50%
DEVELOP A POSITIVE ATTITUDE TOWARD WORK; RESPECT FOR DIGNITY OF WORK			
1	5%	0%	0%
2	7%	17%	0%
3	27%	0%	0%
4	27%	33%	75%
5	13%	17%	0%
NO RESPONSE	20%	33%	25%
DEVELOP REALISTIC CAREER GOALS			
1	3%	0%	0%
2	6%	0%	0%
3	25%	0%	0%
4	26%	50%	75%
5	21%	17%	0%
NO RESPONSE	18%	33%	25%
DEVELOP POSITIVE ATTITUDE TO SCHOOL			
1	7%	0%	0%
2	9%	0%	0%
3	26%	17%	50%
4	24%	33%	25%
5	16%	17%	0%
NO RESPONSE	18%	33%	25%
GAIN ACCEPTANCE AND RESPECT OF TEACHERS, CLASSMATES			
1	6%	0%	0%
2	10%	0%	25%
3	25%	17%	0%
4	27%	33%	25%
5	14%	17%	0%
NO RESPONSE	19%	33%	50%

TABLE 110 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
UNDERSTAND HOW SCHOOL RELATES TO WORK			
1	13%	0%	0%
2	15%	17%	50%
3	33%	50%	0%
4	23%	17%	50%
5	4%	17%	0%
NO RESPONSE	13%	0%	0%
LEARN ABOUT CONTINUING EDUCATIONAL OPPORTUNITIES			
1	5%	0%	0%
2	11%	0%	0%
3	28%	50%	25%
4	29%	33%	50%
5	14%	17%	25%
NO RESPONSE	13%	0%	0%
LEARN JOB SEARCHING SKILLS			
1	9%	0%	0%
2	17%	0%	25%
3	30%	50%	0%
4	23%	33%	75%
5	7%	17%	0%
NO RESPONSE	14%	0%	0%
REALISTICALLY ASSESS THEIR INTERESTS, ABILITIES, AND ACHIEVEMENTS			
1	8%	0%	25%
2	15%	33%	0%
3	31%	33%	0%
4	23%	33%	75%
5	8%	0%	0%
NO RESPONSE	15%	0%	0%
KEEP INFORMED ABOUT CAREER OPPORTUNITIES IN ALBERTA			
1	13%	0%	0%
2	16%	17%	25%
3	27%	17%	50%
4	21%	67%	25%
5	9%	0%	0%
NO RESPONSE	14%	0%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
UNDERSTAND HOW SCHOOL RELATES TO WORK			
1	2%	0%	0%
2	5%	0%	0%
3	24%	17%	0%
4	35%	33%	75%
5	23%	33%	25%
NO RESPONSE	10%	17%	0%
LEARN ABOUT CONTINUING EDUCATIONAL OPPORTUNITIES			
1	2%	0%	0%
2	4%	0%	0%
3	18%	17%	0%
4	30%	33%	50%
5	35%	33%	50%
NO RESPONSE	12%	17%	0%
LEARN JOB SEARCHING SKILLS			
1	1%	0%	0%
2	4%	0%	0%
3	17%	17%	25%
4	34%	33%	50%
5	32%	33%	25%
NO RESPONSE	12%	17%	0%
REALISTICALLY ASSESS THEIR INTERESTS, ABILITIES, AND ACHIEVEMENTS			
1	2%	0%	0%
2	5%	0%	25%
3	21%	17%	0%
4	33%	33%	25%
5	25%	33%	50%
NO RESPONSE	13%	17%	0%
KEEP INFORMED ABOUT CAREER OPPORTUNITIES IN ALBERTA			
1	2%	0%	0%
2	6%	0%	0%
3	17%	0%	0%
4	31%	50%	75%
5	32%	33%	25%
NO RESPONSE	13%	17%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
UNDERSTAND HOW SCHOOL RELATES TO WORK			
1	6%	0%	0%
2	10%	0%	25%
3	25%	17%	0%
4	27%	33%	50%
5	12%	17%	0%
NO RESPONSE	20%	33%	25%
LEARN ABOUT CONTINUING EDUCATIONAL OPPORTUNITIES			
1	4%	0%	0%
2	5%	0%	0%
3	19%	0%	25%
4	31%	33%	50%
5	22%	33%	0%
NO RESPONSE	18%	33%	25%
LEARN JOB SEARCHING SKILLS			
1	5%	0%	0%
2	7%	0%	0%
3	20%	0%	25%
4	28%	17%	50%
5	19%	50%	0%
NO RESPONSE	20%	33%	25%
REALISTICALLY ASSESS THEIR INTERESTS, ABILITIES, AND ACHIEVEMENTS			
1	5%	0%	0%
2	8%	0%	0%
3	26%	17%	25%
4	26%	33%	25%
5	14%	17%	0%
NO RESPONSE	21%	33%	50%
KEEP INFORMED ABOUT CAREER OPPORTUNITIES IN ALBERTA			
1	7%	0%	0%
2	9%	0%	50%
3	20%	0%	25%
4	27%	50%	0%
5	18%	17%	0%
NO RESPONSE	20%	33%	25%

TABLE 110 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
HELP TO MEET PEOPLE GET ALONG, BUILD FRIENDSHIPS			
1	14%	17%	0%
2	17%	33%	50%
3	28%	17%	25%
4	19%	17%	0%
5	6%	17%	25%
NO RESPONSE	15%	0%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS			
1	12%	0%	0%
2	17%	33%	75%
3	33%	17%	0%
4	18%	50%	25%
5	5%	0%	0%
NO RESPONSE	16%	0%	0%
DECLARE THEIR INDIVIDUAL AND HUMAN RIGHTS WHEN THESE ARE CLEARLY ABUSED			
1	15%	0%	25%
2	18%	33%	50%
3	27%	17%	25%
4	19%	33%	0%
5	5%	17%	0%
NO RESPONSE	16%	0%	0%
SELECT AND ENTER AN EDUCATIONAL PROGRAM AT A POST-SECONDARY INSTITUTION			
1	7%	0%	0%
2	11%	0%	25%
3	31%	17%	25%
4	24%	50%	25%
5	10%	17%	25%
NO RESPONSE	17%	17%	0%
DEVELOP LEISURE TIME ACTIVITIES			
1	16%	17%	0%
2	20%	33%	75%
3	25%	17%	25%
4	16%	33%	0%
5	7%	0%	0%
NO RESPONSE	15%	0%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
HELP TO MEET PEOPLE GET ALONG, BUILD FRIENDSHIPS			
1	4%	0%	25%
2	5%	17%	0%
3	25%	17%	25%
4	30%	17%	25%
5	24%	33%	25%
NO RESPONSE	12%	17%	0%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS			
1	3%	0%	25%
2	6%	17%	0%
3	25%	17%	0%
4	33%	17%	50%
5	21%	33%	25%
NO RESPONSE	13%	17%	0%
DECLARE THEIR INDIVIDUAL AND HUMAN RIGHTS WHEN THESE ARE CLEARLY ABUSED			
1	2%	0%	0%
2	5%	33%	0%
3	20%	0%	25%
4	31%	0%	75%
5	28%	50%	0%
NO RESPONSE	13%	17%	0%
SELECT AND ENTER AN EDUCATIONAL PROGRAM AT A POST-SECONDARY INSTITUTION			
1	2%	0%	0%
2	5%	0%	0%
3	21%	0%	25%
4	28%	33%	25%
5	31%	33%	50%
NO RESPONSE	14%	33%	0%
DEVELOP LEISURE TIME ACTIVITIES			
1	6%	17%	25%
2	8%	33%	25%
3	25%	17%	0%
4	25%	0%	50%
5	22%	17%	0%
NO RESPONSE	13%	17%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
HELP TO MEET PEOPLE GET ALONG, BUILD FRIENDSHIPS			
1	8%	0%	0%
2	9%	0%	50%
3	23%	17%	0%
4	24%	33%	25%
5	16%	17%	0%
NO RESPONSE	21%	33%	25%
UNDERSTAND THEMSELVES AND DEAL WITH THEIR DEVELOPMENTAL CONCERNS			
1	5%	0%	0%
2	[illegible]	0%	50%
3	[illegible]	17%	0%
4	[illegible]	33%	25%
5	11%	17%	0%
NO RESPONSE	22%	33%	25%
DECLARE THEIR INDIVIDUAL AND HUMAN RIGHTS WHEN THESE ARE CLEARLY ABUSED			
1	6%	0%	0%
2	10%	33%	75%
3	23%	17%	0%
4	23%	0%	0%
5	16%	17%	0%
NO RESPONSE	22%	33%	25%
SELECT AND ENTER AN EDUCATIONAL PROGRAM AT A POST-SECONDARY INSTITUTION			
1	4%	0%	0%
2	7%	0%	0%
3	23%	0%	25%
4	23%	33%	50%
5	21%	17%	0%
NO RESPONSE	21%	50%	25%
DEVELOP LEISURE TIME ACTIVITIES			
1	9%	0%	0%
2	11%	33%	75%
3	21%	17%	0%
4	21%	0%	0%
5	16%	17%	0%
NO RESPONSE	22%	33%	25%

TABLE 110 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE
AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS
IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
SEEK THE HELP OF COMMUNITY AGENCIES FOR SPECIAL CONCERNS			
1	15%	0%	0%
2	18%	17%	25%
3	29%	17%	0%
4	16%	50%	75%
5	4%	17%	0%
NO RESPONSE	19%	0%	0%
RESOLVE INTERPERSONAL CONLICTS			
1	15%	0%	0%
2	17%	33%	25%
3	29%	33%	50%
4	15%	17%	25%
5	5%	17%	0%
NO RESPONSE	19%	0%	0%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS			
1	14%		0%
2	18%		50%
3	30%		25%
4	17%		25%
5	4%		0%
NO RESPONSE	18%		0%
CHANGE THEIR SCHOOL PROGRAM AND CAREER GOALS IN LIGHT OF NEW INFORMATION AND CHANGED CIRCUMSTANCES			
1	11%		0%
2	16%		0%
3	29%		25%
4	21%		50%
5	7%		25%
NO RESPONSE	16%		0%
GET APPROPRIATE WORK EXPERIENCE			
1	10%		0%
2	14%		25%
3	28%		25%
4	20%		50%
5	12%		0%
NO RESPONSE	15%		0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE
AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS
SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
SEEK THE HELP OF COMMUNITY AGENCIES FOR SPECIAL CONCERNS			
1	4%	0%	0%
2	8%	17%	0%
3	34%	0%	25%
4	24%	17%	25%
5	15%	50%	50%
NO RESPONSE	16%	17%	0%
RESOLVE INTERPERSONAL CONLICTS			
1	5%	0%	0%
2	7%	17%	0%
3	27%	0%	0%
4	27%	17%	75%
5	19%	50%	25%
NO RESPONSE	15%	17%	0%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS			
1	5%		0%
2	8%		25%
3	28%		50%
4	26%		25%
5	17%		0%
NO RESPONSE	16%		0%
CHANGE THEIR SCHOOL PROGRAM AND CAREER GOALS IN LIGHT OF NEW INFORMATION AND CHANGED CIRCUMSTANCES			
1	2%		0%
2	5%		0%
3	23%		0%
4	29%		50%
5	26%		50%
NO RESPONSE	15%		0%
GET APPROPRIATE WORK EXPERIENCE			
1	2%		0%
2	5%		0%
3	17%		0%
4	30%		75%
5	32%		25%
NO RESPONSE	13%		0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED
FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST STUDENTS TO:	STUDENT N=565	PRINCIPAL N=6	ON-SITE OBSERVER N=4
SEEK THE HELP OF COMMUNITY AGENCIES FOR SPECIAL CONCERNS			
1	7%	0%	0%
2	12%	0%	25%
3	29%	0%	50%
4	19%	50%	0%
5	10%	33%	0%
NO RESPONSE	24%	17%	25%
RESOLVE INTERPERSONAL CONLICTS			
1	7%	0%	0%
2	11%	0%	25%
3	27%	50%	25%
4	19%	17%	25%
5	12%	17%	0%
NO RESPONSE	24%	17%	25%
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS			
1	7%	0%	25%
2	10%	0%	25%
3	27%	0%	25%
4	21%	0%	0%
5	10%	0%	0%
NO RESPONSE	25%	0%	25%
CHANGE THEIR SCHOOL PROGRAM AND CAREER GOALS IN LIGHT OF NEW INFORMATION AND CHANGED CIRCUMSTANCES			
1	5%	0%	0%
2	9%	0%	0%
3	23%	0%	25%
4	25%	0%	50%
5	16%	0%	0%
NO RESPONSE	21%	0%	25%
GET APPROPRIATE WORK EXPERIENCE			
1	4%	0%	0%
2	8%	0%	25%
3	21%	0%	0%
4	22%	0%	50%
5	24%	0%	0%
NO RESPONSE	21%	0%	25%

TABLE 111

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	0%	15%	0%
2	50%	4%	0%
3	17%	41%	25%
4	17%	19%	50%
5	17%	0%	25%
NO RESPONSE	0%	22%	0%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
2	33%	11%	25%
3	0%	26%	0%
4	67%	33%	50%
5	0%	7%	25%
NO RESPONSE	0%	22%	0%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
1	0%	7%	0%
2	17%	15%	25%
3	17%	33%	0%
4	67%	19%	75%
5	0%	4%	0%
NO RESPONSE	0%	22%	0%
EVALUATE STUDENT PROGRESS			
1	17%	26%	50%
2	33%	11%	0%
3	17%	15%	25%
4	33%	22%	0%
5	0%	4%	0%
NO RESPONSE	0%	22%	25%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	17%	4%	0%
2	0%	11%	0%
3	33%	37%	50%
4	33%	22%	25%
5	17%	4%	25%
NO RESPONSE	0%	22%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	0%	15%	0%
2	17%	7%	0%
3	0%	19%	0%
4	33%	26%	50%
5	33%	4%	50%
NO RESPONSE	17%	30%	0%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
1	0%	4%	0%
3	0%	15%	0%
4	50%	33%	50%
5	33%	19%	50%
NO RESPONSE	17%	30%	0%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
1	0%	15%	0%
2	0%	7%	25%
3	0%	15%	0%
4	50%	22%	25%
5	33%	11%	50%
NO RESPONSE	17%	30%	0%
EVALUATE STUDENT PROGRESS			
1	17%	26%	50%
2	17%	15%	25%
3	0%	7%	0%
4	17%	15%	0%
5	33%	7%	0%
NO RESPONSE	17%	30%	25%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
1	17%	7%	0%
2	0%	4%	0%
3	33%	30%	25%
4	0%	26%	25%
5	33%	4%	50%
NO RESPONSE	17%	30%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
MAINTAIN POSITIVE ATTITUDE TOWARD WORK, STUDENTS			
1	0%	4%	0%
2	17%	7%	0%
3	33%	19%	25%
4	17%	15%	25%
5	17%	0%	0%
NO RESPONSE	17%	56%	50%
UNDERSTAND INDIVIDUAL STUDENTS, THEIR DEVELOPMENTAL NEEDS			
1	17%	4%	0%
2	0%	4%	0%
3	0%	22%	0%
4	33%	19%	25%
5	33%	7%	0%
NO RESPONSE	17%	44%	75%
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENT LEARNING			
2	17%	11%	0%
3	0%	19%	0%
4	50%	11%	0%
5	17%	7%	25%
NO RESPONSE	17%	52%	75%
EVALUATE STUDENT PROGRESS			
1	0%	4%	0%
2	0%	7%	0%
3	0%	11%	0%
4	50%	11%	0%
5	17%	4%	0%
NO RESPONSE	33%	63%	100%
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS			
2	0%	11%	25%
3	0%	19%	25%
4	33%	15%	0%
5	33%	0%	0%
NO RESPONSE	33%	56%	50%

TABLE 111 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	SITE ERVER N=4
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	33%	15%	0%
2	17%	30%	25%
3	0%	4%	0%
4	50%	19%	75%
5	0%	11%	0%
NO RESPONSE	0%	22%	0%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
1	0%	11%	0%
2	33%	15%	25%
3	0%	26%	0%
4	67%	19%	25%
5	0%	7%	50%
NO RESPONSE	0%	22%	0%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	0%	4%	0%
2	17%	11%	0%
3	17%	26%	25%
4	50%	26%	50%
5	17%	11%	25%
NO RESPONSE	0%	22%	0%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
1	0%	4%	0%
2	17%	11%	25%
3	33%	30%	25%
4	33%	26%	0%
5	17%	7%	50%
NO RESPONSE	0%	22%	0%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	0%	7%	0%
2	33%	22%	25%
3	17%	22%	50%
4	50%	19%	0%
5	0%	7%	25%
NO RESPONSE	0%	22%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	33%	22%	0%
2	17%	19%	0%
3	0%	4%	0%
4	0%	11%	75%
5	33%	19%	25%
NO RESPONSE	17%	26%	0%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
1	0%	11%	0%
2	0%	11%	0%
3	0%	15%	25%
4	50%	19%	0%
5	33%	15%	75%
NO RESPONSE	17%	30%	0%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
1	0%	4%	0%
2	17%	7%	0%
3	0%	26%	25%
4	17%	22%	50%
5	50%	11%	25%
NO RESPONSE	17%	30%	0%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
1	0%	7%	0%
2	0%	4%	0%
3	17%	37%	25%
4	33%	19%	25%
5	33%	4%	50%
NO RESPONSE	17%	30%	0%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	0%	11%	0%
2	17%	7%	0%
3	17%	19%	0%
4	0%	22%	50%
5	50%	11%	50%
NO RESPONSE	17%	30%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
DEVELOP RULES, APPEAL PROCEDURES WHICH ARE FAIR TO STUDENTS			
1	0%	7%	0%
2	17%	4%	25%
3	0%	15%	0%
4	17%	7%	0%
5	17%	7%	0%
NO RESPONSE	50%	59%	75%
UNDERSTAND AND COPE WITH STUDENT INTERESTS, ABILITIES			
2	17%	7%	0%
3	0%	26%	0%
4	50%	0%	0%
5	17%	7%	25%
NO RESPONSE	17%	59%	75%
INTEGRATE HANDICAPPED AND MINORITY STUDENTS INTO MAINSTREAM			
2	0%	4%	25%
3	0%	22%	0%
4	33%	22%	25%
5	50%	0%	0%
NO RESPONSE	17%	52%	50%
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS			
1	0%	4%	0%
2	17%	7%	0%
3	0%	26%	0%
4	50%	11%	25%
5	17%	0%	0%
NO RESPONSE	17%	52%	75%
COLLECT ACCURATE STUDENT INFORMATION TO PROMOTE STUDENT LEARNING			
1	17%	0%	0%
2	17%	11%	25%
3	17%	26%	0%
4	17%	4%	25%
5	17%	4%	0%
NO RESPONSE	17%	56%	50%

TABLE 111 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
1	0%	15%	0%
2	17%	4%	25%
3	50%	33%	25%
4	33%	22%	25%
5	0%	4%	25%
NO RESPONSE	0%	22%	0%
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS			
1	0%	4%	0%
2	33%	11%	25%
3	17%	26%	0%
4	50%	26%	50%
5	0%	11%	25%
NO RESPONSE	0%	22%	0%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	0%	7%	25%
2	50%	26%	0%
3	0%	26%	25%
4	33%	15%	50%
5	17%	4%	0%
NO RESPONSE	0%	22%	0%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	0%	7%	0%
2	17%	4%	25%
3	17%	33%	0%
4	50%	30%	50%
5	17%	4%	25%
NO RESPONSE	0%	22%	0%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	17%	15%	0%
2	33%	4%	25%
3	17%	19%	25%
4	17%	33%	25%
5	17%	7%	25%
NO RESPONSE	0%	22%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
1	0%	7%	0%
2	0%	4%	0%
3	33%	22%	0%
4	17%	19%	50%
5	33%	19%	50%
NO RESPONSE	17%	30%	0%
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS			
1	0%	7%	0%
2	0%	4%	0%
3	17%	7%	0%
4	33%	30%	25%
5	33%	22%	75%
NO RESPONSE	17%	30%	0%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	0%	19%	0%
2	17%	7%	0%
3	17%	19%	0%
4	17%	15%	100%
5	33%	7%	0%
NO RESPONSE	17%	33%	0%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
1	0%	7%	0%
2	17%	0%	0%
3	17%	15%	0%
4	0%	37%	50%
5	50%	11%	50%
NO RESPONSE	17%	30%	0%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	17%	15%	0%
2	33%	4%	0%
3	0%	11%	50%
4	0%	26%	25%
5	33%	15%	25%
NO RESPONSE	17%	30%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
ASSESS EDUCATIONAL NEEDS OF STUDENTS			
2	0%	4%	0%
3	17%	19%	0%
4	50%	19%	25%
5	17%	0%	0%
NO RESPONSE	17%	59%	75%
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS			
2	17%	7%	0%
3	0%	26%	0%
4	33%	11%	25%
5	33%	7%	0%
NO RESPONSE	17%	48%	75%
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE, CLASSROOM MANAGEMENT			
1	17%	7%	0%
2	0%	11%	0%
3	0%	7%	25%
4	50%	11%	0%
5	17%	4%	0%
NO RESPONSE	17%	59%	75%
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			
2	33%	0%	0%
3	0%	19%	0%
4	33%	26%	25%
5	17%	7%	0%
NO RESPONSE	17%	48%	75%
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS			
1	0%	4%	0%
2	17%	7%	0%
3	0%	11%	25%
4	33%	11%	0%
5	17%	11%	0%
NO RESPONSE	33%	56%	75%

TABLE 111 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
INSTRUCT STUDENTS STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	0%	7%	25%
2	50%	15%	25%
3	0%	19%	0%
4	50%	26%	25%
5	0%	7%	25%
NO RESPONSE	0%	26%	0%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	17%	22%	25%
2	17%	4%	25%
3	17%	26%	25%
4	50%	19%	0%
5	0%	4%	25%
NO RESPONSE	0%	26%	0%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOR			
1	0%	11%	0%
2	33%	19%	25%
3	33%	26%	0%
4	17%	7%	50%
5	17%	7%	25%
NO RESPONSE	0%	30%	0%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	17%	11%	25%
2	33%	11%	25%
3	17%	7%	25%
4	17%	30%	0%
5	17%	7%	25%
NO RESPONSE	0%	33%	0%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
INSTRUCT STUDENTS STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	0%	7%	0%
2	33%	7%	0%
3	0%	19%	0%
4	0%	15%	25%
5	50%	19%	75%
NO RESPONSE	17%	33%	0%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	0%	22%	0%
2	17%	0%	0%
3	17%	15%	0%
4	17%	26%	50%
5	33%	4%	50%
NO RESPONSE	17%	33%	0%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOR			
1	0%	11%	0%
2	0%	7%	0%
3	33%	30%	0%
4	17%	7%	50%
5	33%	11%	50%
NO RESPONSE	17%	33%	0%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	0%	11%	25%
2	0%	7%	0%
3	17%	0%	0%
4	33%	33%	0%
5	33%	11%	75%
NO RESPONSE	17%	37%	0%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST TEACHERS TO:	PRINCIPAL N=6	TEACHER N=27	ON-SITE OBSERVER N=4
INSTRUCT STUDENTS STUDY SKILLS AND VALUES RELATED TO SUBJECTS THEY TEACH			
1	0%	4%	0%
2	33%	7%	25%
3	0%	22%	0%
4	33%	11%	0%
5	17%	0%	0%
NO RESPONSE	17%	56%	75%
ARRANGE AND CONDUCT PRODUCTIVE PARENT CONFERENCES			
1	0%	7%	25%
2	0%	7%	0%
3	0%	19%	0%
4	50%	15%	0%
5	17%	4%	0%
NO RESPONSE	33%	48%	75%
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS WHICH INFLUENCE STUDENT BEHAVIOR			
1	17%	0%	0%
2	0%	11%	0%
3	33%	19%	25%
4	17%	4%	0%
5	17%	4%	0%
NO RESPONSE	17%	63%	75%
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH			
1	0%	7%	0%
2	0%	0%	25%
3	0%	11%	0%
4	50%	19%	0%
5	17%	4%	0%
NO RESPONSE	33%	59%	75%

TABLE 112

PERCEPTIONS REGARDING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
1	0%	11%	0%
2	17%	11%	25%
3	33%	21%	0%
4	33%	15%	25%
5	17%	5%	0%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	12%	0%
2	0%	7%	0%
3	33%	21%	25%
4	50%	13%	25%
5	17%	7%	0%
NO RESPONSE	0%	40%	50%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	9%	0%
2	17%	10%	0%
3	33%	17%	25%
4	33%	20%	25%
5	17%	18%	0%
NO RESPONSE	0%	27%	50%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	11%	0%
2	17%	13%	0%
3	17%	21%	0%
4	67%	13%	25%
5	0%	7%	25%
NO RESPONSE	0%	35%	50%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
2	0%	1%	0%
3	17%	7%	0%
4	33%	23%	50%
5	33%	39%	0%
NO RESPONSE	17%	29%	50%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
1	0%	1%	0%
2	0%	1%	0%
3	17%	10%	0%
4	17%	15%	50%
5	50%	43%	0%
NO RESPONSE	17%	30%	50%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	1%	0%
2	0%	1%	0%
3	17%	8%	0%
4	17%	25%	50%
5	50%	38%	0%
NO RESPONSE	17%	28%	50%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	1%	0%
2	17%	3%	0%
3	0%	13%	0%
4	33%	21%	25%
5	33%	35%	25%
NO RESPONSE	17%	27%	50%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			
2	0%	2%	0%
3	17%	10%	0%
4	50%	15%	25%
5	17%	29%	0%
NO RESPONSE	17%	44%	75%
DEAL EFFECTIVELY WITH CHILDREN WHO HAVE PERSONAL/SOCIAL PROBLEMS			
3	17%	10%	0%
4	50%	16%	25%
5	17%	29%	0%
NO RESPONSE	17%	46%	75%
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES PROVIDED AT THE SCHOOL			
1	0%	1%	0%
2	0%	1%	25%
3	17%	10%	0%
4	50%	21%	0%
5	17%	32%	0%
NO RESPONSE	17%	36%	75%
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE IN ADDITION TO WHAT THE SCHOOL PROVIDES			
1	0%	3%	0%
2	0%	2%	0%
3	0%	12%	0%
4	67%	15%	25%
5	17%	24%	0%
NO RESPONSE	17%	44%	75%

TABLE 112 CONT'D

RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	9%	0%
2	0%	8%	0%
3	50%	24%	25%
4	33%	15%	25%
5	17%	18%	0%
NO RESPONSE	0%	26%	50%
OBTAIN ACCESS TO CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	14%	0%
2	33%	3%	0%
3	0%	19%	0%
4	33%	13%	25%
5	33%	21%	0%
NO RESPONSE	0%	30%	75%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	17%	14%	25%
2	17%	10%	0%
3	17%	20%	0%
4	17%	14%	0%
5	33%	12%	0%
NO RESPONSE	0%	31%	75%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	0%	9%	0%
2	17%	10%	0%
3	17%	26%	25%
4	33%	13%	25%
5	33%	13%	0%
NO RESPONSE	0%	31%	50%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
2	0%	1%	0%
3	17%	10%	25%
4	33%	21%	25%
5	33%	40%	0%
NO RESPONSE	17%	27%	50%
OBTAIN ACCESS TO CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	2%	0%
2	33%	4%	0%
3	0%	5%	0%
4	0%	18%	25%
5	50%	45%	0%
NO RESPONSE	17%	26%	75%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	17%	1%	0%
2	0%	1%	0%
3	33%	14%	25%
4	0%	17%	25%
5	33%	38%	0%
NO RESPONSE	17%	29%	50%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
2	0%	1%	0%
3	17%	14%	0%
4	33%	22%	50%
5	33%	33%	0%
NO RESPONSE	17%	30%	50%

RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL PARENTS IN YOUR SCHOOL
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
ESTABLISH EFFECTIVE COMMUNICATION WITH THE SCHOOL STAFF CONCERNING THEIR CHILD			
1	0%	1%	0%
3	17%	10%	0%
4	50%	21%	25%
5	17%	29%	0%
NO RESPONSE	17%	39%	75%
OBTAIN ACCESS TO CHILD'S STUDENT RECORD AND STANDARDIZED TEST RESULTS			
1	0%	3%	0%
2	17%	1%	0%
3	0%	9%	0%
4	33%	15%	25%
5	33%	34%	0%
NO RESPONSE	17%	39%	75%
OBTAIN ASSISTANCE FROM SCHOOL STAFF TO HELP THEIR CHILD WITH SCHOOL WORK			
1	0%	1%	0%
2	0%	2%	0%
3	17%	9%	0%
4	33%	17%	0%
5	17%	29%	0%
NO RESPONSE	33%	42%	100%
OBTAIN INFORMATION ON SCHOOL GUIDANCE AND COUNSELLING PROGRAMS			
1	0%	1%	0%
2	0%	1%	0%
3	17%	10%	25%
4	50%	18%	0%
5	17%	27%	0%
NO RESPONSE	17%	43%	75%
OBTAIN THE SCHOOLS HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	0%	1%	0%
3	0%	14%	25%
4	67%	17%	0%
5	17%	24%	0%
NO RESPONSE	17%	45%	75%

TABLE 112 CONT'D

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS IS CURRENTLY BEING IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
OBTAIN THE SCHOOLS HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	0%	8%	0%
2	33%	12%	25%
3	17%	26%	0%
4	17%	10%	0%
5	33%	11%	0%
NO RESPONSE	0%	33%	75%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	9%	0%
2	33%	9%	25%
3	17%	21%	0%
4	17%	17%	25%
5	33%	14%	0%
NO RESPONSE	0%	31%	50%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	17%	15%	0%
2	33%	11%	0%
3	17%	22%	25%
4	17%	8%	0%
5	17%	7%	0%
NO RESPONSE	0%	36%	75%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	0%	18%	0%
2	17%	10%	0%
3	17%	22%	25%
4	33%	10%	25%
5	33%	9%	0%
NO RESPONSE	0%	32%	50%

"RATE THE EXTENT TO WHICH EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL PARENTS SHOULD BE IMPLEMENTED IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
OBTAIN THE SCHOOLS HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	0%	2%	0%
2	17%	0%	0%
3	17%	18%	25%
4	17%	18%	25%
5	33%	31%	0%
NO RESPONSE	17%	31%	50%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	3%	0%
2	0%	1%	0%
3	50%	13%	25%
4	0%	20%	25%
5	33%	34%	0%
NO RESPONSE	17%	30%	50%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	17%	4%	0%
2	17%	4%	0%
3	33%	12%	50%
4	0%	16%	0%
5	17%	32%	0%
NO RESPONSE	17%	32%	50%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
2	0%	0%	25%
3	17%	14%	0%
4	17%	20%	25%
5	50%	35%	0%
NO RESPONSE	17%	31%	50%

"RATE THE EFFECTIVENESS OF EACH SERVICE WHICH IS IMPLEMENTED FOR SENIOR HIGH SCHOOL PARENTS IN YOUR SCHOOL"
1 = TO A SMALL EXTENT 5 = TO A GREAT EXTENT

	RESPONDENT GROUP		
TO ASSIST PARENTS TO:	PRINCIPAL N=6	PARENT N=136	ON-SITE OBSERVER N=4
OBTAIN THE SCHOOLS HELP AND SUPPORT IN PROVIDING PERSONAL GUIDANCE TO THEIR CHILDREN			
1	0%	1%	0%
3	0%	14%	25%
4	67%	17%	0%
5	17%	24%	0%
NO RESPONSE	17%	45%	75%
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT, PROBLEMS WITH SCHOOL STAFF			
1	0%	1%	0%
2	0%	1%	0%
3	17%	10%	25%
4	50%	15%	0%
5	17%	29%	0%
NO RESPONSE	17%	43%	75%
INFORM THE SCHOOL OF THE VALUES WHICH THEY WOULD LIKE THEIR CHILD TO DEVELOP			
1	17%	1%	0%
2	17%	4%	25%
3	17%	15%	0%
4	0%	11%	0%
5	17%	24%	0%
NO RESPONSE	33%	46%	75%
DISCUSS LONG TERM EDUCATIONAL AND CAREER PLANS OF THEIR CHILD			
1	0%	1%	0%
2	17%	2%	0%
3	17%	12%	0%
4	17%	14%	0%
5	33%	27%	0%
NO RESPONSE	17%	43%	100%

TABLE 113

RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES IN ELEMENTARY SCHOOLS

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL"

1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP
	PRINCIPAL (N=28)
PRINCIPAL	
MINOR	25%
MAJOR	64%
NO RESPONSE	11%
TEACHER	
MINOR	14%
MAJOR	79%
NO RESPONSE	7%
COUNSELLOR	
NONE	4%
MINOR	4%
MAJOR	82%
NO RESPONSE	11%
PARENT	
MINOR	14%
MAJOR	75%
NO RESPONSE	11%
CENTRAL SERVICES	
NONE	7%
MINOR	50%
MAJOR	21%
NO RESPONSE	21%
COMMUNITY	
NONE	7%
MINOR	64%
MAJOR	14%
NO RESPONSE	14%

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS IN YOUR SCHOOL"

1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP	
	PRINCIPAL (N=28)	TEACHER (N=52)
PRINCIPAL		
NONE	0%	2%
MINOR	25%	10%
MAJOR	64%	69%
NO RESPONSE	11%	19%
TEACHER		
NONE	4%	15%
MINOR	43%	37%
MAJOR	32%	31%
NO RESPONSE	21%	17%
COUNSELLOR		
NONE	7%	4%
MINOR	18%	27%
MAJOR	61%	50%
NO RESPONSE	14%	19%
PARENT		
NONE	54%	21%
MINOR	25%	42%
MAJOR	0%	13%
NO RESPONSE	21%	23%
CENTRAL SERVICES		
NONE	11%	0%
MINOR	32%	17%
MAJOR	43%	67%
NO RESPONSE	14%	17%
COMMUNITY		
NONE	32%	0%
MINOR	43%	50%
MAJOR	7%	17%
NO RESPONSE	18%	33%

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL"

1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP
	PRINCIPAL (N=28)
PRINCIPAL	
MINOR	36%
MAJOR	54%
NO RESPONSE	11%
TEACHER	
NONE	7%
MINOR	36%
MAJOR	46%
NO RESPONSE	11%
COUNSELLOR	
NONE	7%
MINOR	11%
MAJOR	64%
NO RESPONSE	18%
PARENT	
NONE	14%
MINOR	32%
MAJOR	21%
NO RESPONSE	32%
CENTRAL SERVICES	
NONE	11%
MINOR	57%
MAJOR	18%
NO RESPONSE	14%

TABLE 114

RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES IN JUNIOR HIGH SCHOOLS

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"

1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP
	PRINCIPAL (N=22)
PRINCIPAL	
MINOR	36%
MAJOR	64%
TEACHER	
MAJOR	91%
NO RESPONSE	9%
COUNSELLOR	
MAJOR	100%
PARENT	
MAJOR	91%
NO RESPONSE	9%
CENTRAL SERVICES	
NONE	9%
MINOR	45%
MAJOR	36%
NO RESPONSE	9%
COMMUNITY	
MINOR	64%
MAJOR	27%
NO RESPONSE	9%

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"

1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP	
	PRINCIPAL (N=22)	TEACHER (N=26)
PRINCIPAL		
MINOR	27%	38%
MAJOR	73%	46%
NO RESPONSE	0%	15%
TEACHER		
NONE	9%	4%
MINOR	45%	50%
MAJOR	36%	31%
NO RESPONSE	9%	15%
COUNSELLOR		
NONE	0%	4%
MINOR	18%	4%
MAJOR	73%	77%
NO RESPONSE	9%	15%
PARENT		
NONE	55%	12%
MINOR	27%	31%
MAJOR	9%	42%
NO RESPONSE	9%	15%
CENTRAL SERVICES		
NONE	0%	12%
MINOR	36%	27%
MAJOR	55%	46%
NO RESPONSE	9%	15%
COMMUNITY		
NONE	27%	8%
MINOR	55%	54%
MAJOR	9%	23%
NO RESPONSE	9%	15%

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL

1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP
	PRINCIPAL (N=22)
PRINCIPAL	
NONE	9%
MINOR	64%
MAJOR	27%
TEACHER	
NONE	9%
MINOR	55%
MAJOR	27%
NO RESPONSE	9%
COUNSELLOR	
MINOR	18%
MAJOR	73%
NO RESPONSE	9%
PARENT	
NONE	45%
MINOR	9%
MAJOR	18%
NO RESPONSE	27%
CENTRAL SERVICES	
NONE	27%
MINOR	27%
MAJOR	36%
NO RESPONSE	9%
COMMUNITY	
MINOR	64%
MAJOR	27%
NO RESPONSE	9%

TABLE 115

RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES IN SENIOR HIGH SCHOOLS

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP
	PRINCIPAL (N=6)
PRINCIPAL	
NONE	33%
MINOR	17%
MAJOR	50%
TEACHER	
MINOR	50%
MAJOR	33%
NO RESPONSE	17%
COUNSELLOR	
MAJOR	100%
PARENT	
MINOR	17%
MAJOR	83%
CENTRAL SERVICES	
NONE	33%
MINOR	50%
NO RESPONSE	17%
COMMUNITY	
MINOR	83%
MAJOR	17%

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL"
1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP	
	PRINCIPAL (N=28)	TEACHER (N=52)
PRINCIPAL		
NONE	0%	15%
MINOR	0%	33%
MAJOR	100%	26%
NO RESPONSE	0%	26%
TEACHER		
NONE	17%	19%
MINOR	0%	44%
MAJOR	67%	11%
NO RESPONSE	17%	26%
COUNSELLOR		
NONE	0%	11%
MINOR	33%	7%
MAJOR	67%	52%
NO RESPONSE	0%	30%
PARENT		
NONE	33%	41%
MINOR	50%	22%
MAJOR	17%	7%
NO RESPONSE	0%	30%
CENTRAL SERVICES		
NONE	17%	22%
MINOR	33%	30%
MAJOR	33%	19%
NO RESPONSE	17%	30%
COMMUNITY		
NONE	50%	37%
MINOR	33%	30%
MAJOR	0%	4%
NO RESPONSE	17%	30%

"INDICATE WHO SHOULD HAVE NONE, MINOR, AND MAJOR RESPONSIBILITY FOR PROVIDING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL"
1 = NONE 2 = MINOR 3 = MAJOR

	RESPONDENT GROUP
	PRINCIPAL (N=28)
PRINCIPAL	
MINOR	33%
MAJOR	67%
TEACHER	
MINOR	50%
MAJOR	33%
NO RESPONSE	17%
COUNSELLOR	
MINOR	17%
MAJOR	83%
PARENT	
NONE	33%
MINOR	17%
MAJOR	50%
CENTRAL SERVICES	
NONE	33%
MINOR	33%
MAJOR	17%
NO RESPONSE	17%
COMMUNITY	
NONE	17%
MINOR	33%
MAJOR	33%
NO RESPONSE	17%

TABLE 116

ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
IMPROVE LEARNING SKILLS	100%		67%			
DEVELOP EFFECTIVE STUDY HABITS		89%		83%		
DEVELOP GOOD WORK HABITS		100%		94%		
DEVELOP SELF-CONFIDENCE, SELF-ESTEEM	72%	100%	94%	100%		
DEVELOP UNDERSTANDING OF INDIVIDUALS & GROUPS		83%	89%	72%		
DEVELOP POSITIVE ATTITUDE TO SCHOOL, LEARNING	94%	94%	94%	100%		
DEAL WITH NEGATIVE FEELINGS & ATTITUDES	67%	83%	94%	94%		
LEARN WHAT THE LAW REQUIRES WHAT SOCIETY EXPECTS		77%	72%	100%		61%

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 116 CONT'D.

ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF
WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE
FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
GAIN ACCEPTANCE AND RESPECT OF TEACHERS		94%	73%	72%		
ADJUST TO NEW SCHOOL SITUATIONS		94%	83%	72%		
DEVELOP A POSITIVE ATTITUDE TOWARD WORK		94%	56%	89%		
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		89%	83%	83%		
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		83%	83%	100%		
UNDERSTAND THEMSELVES & DEAL WITH CONCERNS		83%	100%	94%		
RESOLVE INTERPERSONAL CONFLICTS	78%	83%	100%	94%		
DEVELOP AWARENESS OF WORLD OF WORK		78%	67%	89%		
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS				100%		

TABLE 116 CONT'D.

ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF
WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE
FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEVELOP LEISURE TIME ACTIVITIES				100%		83%
UNDERSTAND HOW SCHOOL PROGRAMS, ACTIVITIES WORK		78%	61%	72%		
REALISTICALLY ASSESS THEIR INTERESTS		83%	67%	94%		
DEVELOP AWARENESS OF LOCAL COMMUNITY				100%		83%

TABLE 117

ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
MAINTAIN POSITIVE ATTITUDE TOWARD WORK	94%	61%	83%			
UNDERSTAND INDIVIDUAL STUDENTS	55%	67%	89%	67%		
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENTS	66%	72%	83%	72%		
EVALUATE STUDENT PROGRESS		78%				
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS		67%				
ASSESS EDUCATIONAL NEEDS OF STUDENTS		67%	83%		61%	
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS	61%	72%	94%	61%		
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE	94%	72%	61%			

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 117 CONT'D.
ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS	72%	67%	89%		56%	
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS	100%	72%	94%	72%		
DEVELOP RULES	100%	72%	56%			
UNDERSTAND & COPE WITH STUDENT INTERESTS	55%	72%	94%	83%		
INTEGRATE HANDICAPPED & MINORITY STUDENTS	77%		77%	61%	72%	
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS	67%	72%	100%	72%		
COLLECT ACCURATE STUDENT INFORMATION		67%	72%			
INSTRUCT STUDENTS IN STUDY SKILLS		72%				
ARRANGE & CONDUCT PRODUCTIVE PARENT CONFERENCES	89%	72%	78%	61%		
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS	72%	67%	100%	78%		

TABLE 117 CONT'D.
ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR ELEMENTARY SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH		67%				

TABLE 118
ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF ELEMENTARY SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST PARENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES			89%	89%		
DEAL EFFECTIVELY WITH CHILDREN WITH PERSONAL/ SOCIAL PROBLEMS	67%	78%	94%			
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES	89%	78%	78%			
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE			100%			67%
ESTABLISH EFFECTIVE COMMUNICATION	100%	83%	89%	61%		
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD	83%	56%	94%			
OBTAIN ASSISTANCE FROM SCHOOL STAFF	61%	94%	72%			

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF ELEMENTARY SCHOOL STUDENTS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 118 CONT'D.

ELEMENTARY COUNSELLORS' PERCEPTIONS (N=18) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF ELEMENTARY SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST PARENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
OBTAIN INFORMATION ON SCHOOL GUIDANCE & COUNSELLING	72%	56%	94%			
OBTAIN SCHOOL'S HELP & SUPPORT IN PERSONAL GUIDANCE	72%	72%	89%			
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT	72%	72%	83%			
INFORM THE SCHOOLS OF VALUES THEIR CHILD SHOULD DEVELOP				56%		
DISCUSS LONG-TERM EDUCATIONAL & CAREER PLANS	67%		72%			

TABLE 119

JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
IMPROVE LEARNING SKILLS		78%		56%		
DEVELOP EFFECTIVE STUDY HABITS		78%	56%	67%		
DEVELOP PERSONAL CHARACTERISTICS & ATTITUDES		56%		78%		
PLAN THEIR EDUCATION PROGRAMS RELATED TO INTERESTS, ABILITIES & CAREER GOALS			89%	89%		
LEARN ABOUT ABUSE OF DRUGS & ALCOHOL			56%	89%		
ADJUST TO NEW SCHOOL SITUATIONS		89%		56%		
DEVELOP SELF-CONFIDENCE, SELF-ESTEEM		67%	67%	89%		
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS		78%	67%	78%		

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 119 CONT'D.
JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH NEGATIVE FEELINGS & ATTITUDES	67%	78%	89%	78%		
LEARN WHAT THE LAW REQUIRES WHAT SOCIETY EXPECTS		56%		78%		
DEVELOP UNDERSTANDING OF INDIVIDUALS & GROUPS		67%		67%		
DEVELOP A POSITIVE ATTITUDE TOWARD WORK		67%	78%	89%		
DEVELOP REALISTIC CAREER GOALS			78%	78%		
DEVELOP POSITIVE ATTITUDE TO SCHOOL, LEARNING	67%	78%	78%	78%		
GAIN ACCEPTANCE AND RESPECT OF TEACHERS	67%	67%	67%	67%		
UNDERSTAND HOW SCHOOL RELATES TO WORK			56%			
LEARN ABOUT CONTINUING EDUCATION OPPORTUNITIES			78%			
LEARN ABOUT JOB SEARCHING SKILLS			78%	56%		

TABLE 119 CONT'D.

JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
REALISTICALLY ASSESS THEIR INTERESTS		56%	78%	56%		
KEEP INFORMED ABOUT CAREER OPPORTUNITIES			89%		56%	
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS		78%	78%	78%		
UNDERSTAND THEMSELVES & DEAL WITH CONCERNS	56%	67%	89%	89%		
DECLARE THEIR INDIVIDUAL & HUMAN RIGHTS	56%		78%	89%		
SELECT & ENTER AN EDUCATIONAL PROGRAM				89%		
DEVELOP LEISURE TIME ACTIVITIES				78%		
SEEK HELP FROM COMMUNITY AGENCIES	67%		89%	78%		
RESOLVE INTERPERSONAL CONFLICTS	56%		89%	67%		

TABLE 119 CONT'D.
JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS				89%		
CHANGE THEIR SCHOOL PROGRAM & CAREER GOALS			89%	67%		
GET APPROPRIATE WORK EXPERIENCE				67%		

TABLE 120

JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
MAINTAIN POSITIVE ATTITUDE TOWARD WORK	89%	67%	67%	56%		
UNDERSTAND INDIVIDUAL STUDENTS	56%	78%	89%			
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENTS	78%	67%	78%		56%	
EVALUATE STUDENT PROGRESS	56%	56%				
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS	78%	78%				
ASSESS EDUCATIONAL NEEDS OF STUDENTS	78%	89%	78%			
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS	78%	78%	89%			
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE	89%	67%	56%			

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 120 CONT'D.
JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS	78%		78%			
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS	89%	89%	89%	56%		
DEVELOP RULES	89%	67%	56%			
UNDERSTAND & COPE WITH STUDENT INTERESTS	78%	56%	89%			
INTEGRATE HANDICAPPED & MINORITY STUDENTS	89%	56%	89%			
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS	67%	78%	89%	78%		
COLLECT ACCURATE STUDENT INFORMATION	56%	78%	67%			
INSTRUCT STUDENTS IN STUDY SKILLS		78%				
ARRANGE & CONDUCT PRODUCTIVE PARENT COOPERATION	67%	56%	78%			

TABLE 120 CONT'D.

JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR JUNIOR HIGH SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS			78%			
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH		67%	78%			

TABLE 121

JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF JUNIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST PARENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES	56%	56%	89%			
DEAL EFFECTIVELY WITH CHILDREN WITH PERSONAL/ SOCIAL PROBLEMS	56%	56%	78%	56%		
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES	89%	56%	89%			
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE	56%		78%			
ESTABLISH EFFECTIVE COMMUNICATION	78%	56%	89%			
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD	67%		89%			
OBTAIN ASSISTANCE FROM SCHOOL STAFF	67%	56%	78%			

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF JUNIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 121 CONT'D.
JUNIOR HIGH COUNSELLORS' PERCEPTIONS (N=9) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF JUNIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST PARENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
OBTAIN INFORMATION ON SCHOOL GUIDANCE & COUNSELLING	78%		89%			
OBTAIN SCHOOL'S HELP & SUPPORT IN PERSONAL GUIDANCE	67%		78%			
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT	89%		89%			
INFORM THE SCHOOLS OF VALUES THEIR CHILD SHOULD DEVELOP				67%		
DISCUSS LONG-TERM EDUCATIONAL & CAREER PLANS			89%			

TABLE 122
SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
IMPROVE LEARNING SKILLS		100%				
DEVELOP EFFECTIVE STUDY HABITS		100%	67%			
DEVELOP PERSONAL CHARACTERISTICS & ATTITUDES				83%		
PLAN THEIR EDUCATION PROGRAMS RELATED TO INTERESTS, ABILITIES & CAREER GOALS			100%			
LEARN ABOUT ABUSE OF DRUGS & ALCOHOL				100%		66%
ADJUST TO NEW SCHOOL SITUATIONS	67%	100%	100%			
DEVELOP SELF-CONFIDENCE, SELF-ESTEEM		100%	100%	100%		
LEARN TO MAKE DECISIONS TO ACHIEVE GOALS			67%	83%		

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 122 CONT'D.

SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH NEGATIVE FEELINGS & ATTITUDES		83%	100%	100%		
LEARN WHAT THE LAW REQUIRES WHAT SOCIETY EXPECTS				100%		
DEVELOP UNDERSTANDING OF INDIVIDUALS & GROUPS		67%	100%	83%		
DEVELOP A POSITIVE ATTITUDE TOWARD WORK				66%		83%
DEVELOP REALISTIC CAREER GOALS			100%	67%		
DEVELOP POSITIVE ATTITUDE TO SCHOOL, LEARNING	100%	100%	100%	100%		
GAIN ACCEPTANCE AND RESPECT OF TEACHERS		100%	83%	83%		
UNDERSTAND HOW SCHOOL RELATES TO WORK		100%	100%	67%		
LEARN ABOUT CONTINUING EDUCATION OPPORTUNITIES			83%			

TABLE 122 CONT'D.

SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
LEARN ABOUT JOB SEARCHING SKILLS			100%			
REALISTICALLY ASSESS THEIR INTERESTS			83%			
KEEP INFORMED ABOUT CAREER OPPORTUNITIES			100%			
HELP TO MEET PEOPLE, GET ALONG, BUILD FRIENDSHIPS				83%		
UNDERSTAND THEMSELVES & DEAL WITH CONCERNS			100%	83%		
DECLARE THEIR INDIVIDUAL & HUMAN RIGHTS	83%	67%	100%	83%		
SELECT & ENTER AN EDUCATIONAL PROGRAM			100%			
DEVELOP LEISURE TIME ACTIVITIES				83%		
SEEK HELP FROM COMMUNITY AGENCIES			83%	67%		
RESOLVE INTERPERSONAL CONFLICTS	67%		100%	83%		

TABLE 122 CONT'D.
SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST STUDENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH PHYSICAL DEVELOPMENTAL CONCERNS				100%		
CHANGE THEIR SCHOOL PROGRAM & CAREER GOALS			83%	83%		
GET APPROPRIATE WORK EXPERIENCE				67%		

TABLE 123

SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
MAINTAIN POSITIVE ATTITUDE TOWARD WORK	83%	83%	67%			
UNDERSTAND INDIVIDUAL STUDENTS		67%	100%			
IDENTIFY SPECIFIC CONDITIONS THAT AFFECT STUDENTS	83%	83%	83%	67%		
EVALUATE STUDENT PROGRESS		100%				
PROVIDE ACTIVITIES TO MEET STUDENT NEEDS	100%	67%	67%			
ASSESS EDUCATIONAL NEEDS OF STUDENTS		83%	83%			
UNDERSTAND SPECIAL CHARACTERISTICS OF STUDENTS		67%	83%	67%		
DEAL WITH SPECIFIC PROBLEMS IN DISCIPLINE	100%	83%	67%			

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 123 CONT'D.
SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
PLACE STUDENTS IN PROGRAMS SUITED TO THEIR NEEDS			83%			
ESTABLISH POSITIVE RELATIONSHIPS WITH PARENTS	83%	67%	83%			
DEVELOP RULES	100%		67%			
UNDERSTAND & COPE WITH STUDENT INTERESTS	67%	67%	100%			
INTEGRATE HANDICAPPED & MINORITY STUDENTS	83%	67%	83%			
PROMOTE PERSONAL, SOCIAL ADJUSTMENT OF STUDENTS	67%	100%	67%	83%		
COLLECT ACCURATE STUDENT INFORMATION	83%	67%	83%			
INSTRUCT STUDENTS IN STUDY SKILLS		67%	83%			
ARRANGE & CONDUCT PRODUCTIVE PARENT CONFERENCES	100%	83%	100%			

TABLE 123 CONT'D.
SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR SENIOR HIGH SCHOOL TEACHERS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST TEACHERS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
IDENTIFY SOCIAL, CULTURAL, ECONOMIC FACTORS	67%		83%			
EXPLAIN THE CAREER IMPLICATIONS OF THE SUBJECTS THEY TEACH		83%	83%			

TABLE 124

SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF SENIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST PARENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
DEAL WITH THEIR CHILD'S LEARNING DIFFICULTIES	67%	83%	100%			
DEAL EFFECTIVELY WITH CHILDREN WITH PERSONAL/ SOCIAL PROBLEMS	67%	83%	100%			
OBTAIN CURRENT INFORMATION ON LEARNING OPPORTUNITIES	83%	67%	100%			
IDENTIFY COMMUNITY AGENCIES WHICH CAN PROVIDE ASSISTANCE			100%			
ESTABLISH EFFECTIVE COMMUNICATION	83%		83%			
OBTAIN ACCESS TO THEIR CHILD'S STUDENT RECORD			83%			
OBTAIN ASSISTANCE FROM SCHOOL STAFF	83%	67%	83%			

NOTE: THE ORIGINAL QUESTION AS IT APPEARED ON THE QUESTIONNAIRE READ "INDICATE WHO SHOULD HAVE NONE, MINOR AND MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF SENIOR HIGH SCHOOL STUDENTS IN YOUR SCHOOL. IN THE ABOVE TABLE THE DATA HAS BEEN SUMMARIZED TO SHOW THE GROUPS WHICH THE COUNSELLORS RESPONDING INDICATED SHOULD HAVE MAJOR RESPONSIBILITY (I.E. MORE THAN 50%).

TABLE 124 CONT'D.

SENIOR HIGH COUNSELLORS' PERCEPTIONS (N=6) OF WHO SHOULD HAVE MAJOR RESPONSIBILITY FOR PROVIDING EACH OF THE FOLLOWING GUIDANCE AND COUNSELLING SERVICES FOR PARENTS OF SENIOR HIGH SCHOOL STUDENTS

	GROUPS WHO MAY HAVE RESPONSIBILITY					
ASSIST PARENTS TO:	PRINCIPALS	TEACHERS	COUNSELLORS	PARENTS	CENTRAL SERVICES	COMMUNITY
OBTAIN INFORMATION ON SCHOOL GUIDANCE & COUNSELLING			100%			
OBTAIN SCHOOL'S HELP & SUPPORT IN PERSONAL GUIDANCE			100%			
OBTAIN OPPORTUNITIES TO DISCUSS CHILD DEVELOPMENT	67%		83%			
INFORM THE SCHOOLS OF VALUES THEIR CHILD SHOULD DEVELOP	67%		67%			
DISCUSS LONG-TERM EDUCATIONAL & CAREER PLANS			83%			

Appendix D

Report on Operation Aware

Operation Aware Evaluation

A. Methodology

1. Data Collection

Of the ten schools that were involved in the project, five schools were selected on a representative geographic distribution across the system to participate in the evaluation. All five participating schools returned the questionnaires. The questionnaires were answered by students, parents, administrators, counsellors, teachers and the business community.

2. Analysis of Data

Data from the questionnaires was summarized to indicate the percentage of satisfaction and support for the program.

B. Survey Results

1. Groups Involved In the Pilot Program

(a) Grade Five Students: Of the 204 student responses, 98% of them felt that next year's Grade V's should have the program.

(b) Grade Six Students: Of the 278 respondents, 90% of the students rated the program as being highly satisfactory and 78% of the students felt that the program helped to prepare them for next year.

(c) Parents of Grade Five Students: Of the 58 parental responses, 99% of the parents expressed satisfaction that their child had taken the program.

(d) Parents of Grade Six Students: Of the 20 parental responses, 91% of the parents felt that the program helped to prepare their child for junior high.

(e) Principals, Counsellors and Teachers of Program: All of the above responded to the questionnaire and all indicated that the program had a positive impact on Grade five and six students. Strong support was also indicated to maintain or expand the program.

(f) Business Community: Of the three store owners interviewed, all expressed support for the program and the South Side Rotary Club of Edmonton also is supportive of the program. The North East Rotary Club of Edmonton also indicated strong support.

(g) Edmonton City Police Education Unit: Strong support is given for the program as a positive preventive measure and the Education Unit will continue to serve as a resource to schools.

SURVEY FORMS
USED IN THE EVALUATION
WHICH MAY BE
ADAPTED FOR LOCAL USE

Review of Guidance and Counselling Services

Principal Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students understand their own strengths and limitations.	1	2	3	4	5
b) Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e) Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students know when and how to obtain counselling assistance.	1	2	3	4	5
b) Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c) Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5

4. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5
5. To what extent do guidance and counselling services in your school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

8. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in your school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)____

____

	To a small extent				To a great extent
9. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
10. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
11. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
12. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

13. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	______	______	______	______	______	______
Individual/Personal Counselling	______	______	______	______	______	______
Psychological Test Administration & Interpretation	______	______	______	______	______	______
Group Counselling	______	______	______	______	______	______

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
14. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level ____

____

2) at the school level ____

____

	Very dissatis-fied				Very Satis-fied
15. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

16. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effec-tive				Very Effec-tive
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5
17. How effective is the Conflict Management Program?	1	2	3	4	5
18. How effective is Operation Aware?	1	2	3	4	5

19. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

____

____

____

____

____

	Not effec-tive				Very effec-tive
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 19.a) above.	1	2	3	4	5

20. What are the strengths of guidance and counselling services in your school.

____

____

____

21. How can the guidance and counselling services in your school be improved.

____

____

____

22. Rate the extent to which each of the following guidance and counselling services for **elementary school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop good work habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-confidence, self-esteem	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school, learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

22. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Deal with negative feelings, attitudes that affect school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

22. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Develop awareness of world of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand how school programs, activities relate to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, values, achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop awareness of the local community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

23. Rate the extent to which each of the following guidance and counselling services for **elementary school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

23. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

23. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

24. Rate the extent to which each of the following guidance and counselling services for **parents of elementary school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective				Effective
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

24. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Parents To:															
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

24. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Parents To:															
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

25. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **elementary school students, elementary school teachers and parents of elementary school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For:	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Elementary school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Elementary school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Parents of elementary school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 14, 1985

Review of Guidance and Counselling Services

Counsellor Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
4. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning andd development?	1	2	3	4	5
5. To what extent do guidance and counselling services in your school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
8. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
9. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
10. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
11. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

12. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Helping students with low grades.	1	2	3	4	5
h)	Helping resolve student-teacher conflicts.	1	2	3	4	5
i)	Helping students with learning problems.	1	2	3	4	5
j)	Helping students with behavior problems.	1	2	3	4	5
k)	Providing group counselling.	1	2	3	4	5
l)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
m)	Teaching study skills.	1	2	3	4	5
n)	Referrals of students to community agencies.	1	2	3	4	5
o)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
p)	Providing individual counselling.	1	2	3	4	5
q)	Providing school-related information to parents.	1	2	3	4	5
r)	Visiting classrooms to observe students.	1	2	3	4	5
s)	Follow-up on homework assignments.	1	2	3	4	5
t)	Providing family counselling.	1	2	3	4	5
u)	Teaching regular classes.	1	2	3	4	5

13. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Interpreting student achievement results;	1	2	3	4	5
	iii. Coping with personal situations;	1	2	3	4	5

		Not at all involved				Very much involved
iv.	Behavior problems;	1	2	3	4	5
v.	Promotion and non-promotion; and	1	2	3	4	5
vi.	Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

14. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	____	____	____	____	____	____
Individual/Personal Counselling	____	____	____	____	____	____
Psychological Test Administration & Interpretation	____	____	____	____	____	____
Group Counselling	____	____	____	____	____	____

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
15. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level ______________________________

____

2) at the school level ______________________________

____

	Very dissatisfied				Very Satisfied
16. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

17. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5
18. How effective is the Conflict Management Program?	1	2	3	4	5
19. How effective is Operation Aware?	1	2	3	4	5

20. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services.

____

____

____

____

____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 20.a) above.	1	2	3	4	5

21. What are the strengths of guidance and counselling services in your school.

____

____

____

22. How can the guidance and counselling services in your school be improved.

____

____

____

23. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Improve learning skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop good work habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-confidence, self-esteem	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school, learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings, attitudes that affect school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Gain acceptance, respect of teachers, classmates	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

23. (Continued)

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Develop a positive attitude toward work; respect for dignity of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of world of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school programs, activities relate to work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

23. (Continued)

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For Elementary School Students	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Realistically assess their interests, values, achievements	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of the local community	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

24. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For Elementary School Teachers	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

24. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Provide activities to meet student needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

24. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Collect accurate student information to promote student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

25. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of elementary school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain access to their child's student record and standardized test results	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

25. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Obtain assistance from school staff to help their child with school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inform the school of the values which they would like their child to develop	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 14, 1985

Review of Guidance and Counselling Services

Teacher Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
4. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5

	Inadequate				Adequate
5. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
6. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
7. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
8. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
9. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
10. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

11. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

	To a small extent				To a great extent
a) Assisting in proper program placement of students.	1	2	3	4	5
b) Assisting students with course and program selection decisions.	1	2	3	4	5
c) Dealing with lates, attendance, and truancy.	1	2	3	4	5

		To a small extent				To a great extent
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Helping students with low grades.	1	2	3	4	5
h)	Helping resolve student-teacher conflicts.	1	2	3	4	5
i)	Helping students with learning problems.	1	2	3	4	5
j)	Helping students with behavior problems.	1	2	3	4	5
k)	Providing group counselling.	1	2	3	4	5
l)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
m)	Teaching study skills.	1	2	3	4	5
n)	Referrals of students to community agencies.	1	2	3	4	5
o)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
p)	Providing individual counselling.	1	2	3	4	5
q)	Providing school-related information to parents.	1	2	3	4	5
r)	Visiting classrooms to observe students.	1	2	3	4	5
s)	Follow-up on homework assignments.	1	2	3	4	5
t)	Providing family counselling.	1	2	3	4	5
u)	Teaching regular classes.	1	2	3	4	5

12. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Interpreting student achievement results;	1	2	3	4	5
	iii. Coping with personal situations;	1	2	3	4	5
	iv. Behavior problems;	1	2	3	4	5
	v. Promotion and non-promotion; and	1	2	3	4	5
	vi. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5

		Not At All Involved			Very Much Involved	
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

13. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	______	______	______	______	______	______
Individual/Personal Counselling	______	______	______	______	______	______
Psychological Test Administration & Interpretation	______	______	______	______	______	______
Group Counselling	______	______	______	______	______	______

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

		Inadequate				Adequate
14. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level______________________________

____

2) at the school level______________________________

____

	Very dissatisfied				Very Satisfied
15. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

16. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5
17. How effective is the Conflict Management Program?	1	2	3	4	5
18. How effective is Operation Aware?	1	2	3	4	5

19. What are the strengths of guidance and counselling services in your school.

____

____

____

20. How can the guidance and counselling services in your school be improved.

____

____

____

21. Rate the extent to which each of the following guidance and counselling services for **elementary school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

21. (Continued)

Guidance and Counselling Services For Elementary School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Teachers To:															
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

21. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Teachers To:															
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

22. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **elementary school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For:	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Elementary school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Review of Guidance and Counselling Services

Student Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

	Not At All	A Little	A Lot
1. Do you know your own strengths and weaknesses?	1	2	3
2. Do you know how to raise your own self-esteem?	1	2	3
3. Do you know how to get along well with children and adults in and out of school?	1	2	3
4. Do you know how to make decisions and solve problems?	1	2	3
5. Do you know how to learn and study?	1	2	3
6. Do you know how to get help with your own problems at your school?	1	2	3
7. Do you know how to get help with your school work at your school?	1	2	3
8. Do you get help when you need it at school?	1	2	3

9. a) Who would you most likely talk with about your own problems? (Circle three only)

Friends
Sister
Brother
Cousin
Teacher
Aunt, Uncle
Social Worker
Mother
Father
Counsellor
Grandparent
Clergyman
Principal
Other (Specify)____________________

b) Why would you go to these persons for help rather than others?

____

____

____

10. What should a counsellor be like?

____

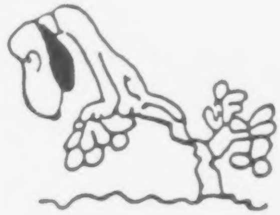
____

____

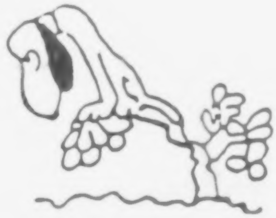
For each question on this page circle the best answer for you.

11. How do you feel each morning when you think about coming to school?

12. How do you feel about working with the other children in your class?



13. How do you think the other children in your class feel about you?



14. How do you feel while you're at school?

October 31, 1985

Review of Guidance and Counselling Services

Consultant School Visit Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. To what extent are the outcomes of guidance and counselling services appropriate for students in this school?

	To a small extent				To a great extent
a) Guidance outcomes.	1	2	3	4	5
b) Counselling outcomes.	1	2	3	4	5

	Inef-fective				Effec-tive
4. How effective are the strategies used to achieve the intended results of guidance and counselling services in this school?	1	2	3	4	5

	To a small extent				To a great extent
5. To what extent are guidance and counselling services in this school consistent with the District's expectations for student learning and development?	1	2	3	4	5
6. To what extent do guidance and counselling services in this school conform to Alberta Education requirements?	1	2	3	4	5

	Inade-quate				Ade-quate
7. Rate the adequacy of resources allocated to guidance and counselling services in this school.	1	2	3	4	5

	Inef-fective				Effec-tive
8. Rate the overall effectiveness of guidance and counselling services in this school.	1	2	3	4	5

9. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in this school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)____

____

10. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff in this school should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5

	To a small extent				To a great extent
v) Providing school-related information to parents.	1	2	3	4	5
w) Visiting classrooms to observe students.	1	2	3	4	5
x) Follow-up on homework assignments.	1	2	3	4	5
y) Providing family counselling.	1	2	3	4	5
z) Teaching regular classes.	1	2	3	4	5
11. To what extent are guidance and counselling services accessible to all students in this school?	1	2	3	4	5
12. To what extent are students' needs for guidance and counselling services being met in this school?	1	2	3	4	5
13. To what extent are learning experiences provided in a caring environment in this school?	1	2	3	4	5
14. To what extent are guidance and counselling services in this school an integral component of regular school programs and services?	1	2	3	4	5
15. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

16. How does the school assist students to make choices in selecting options, courses, and programs?

	Not effective				Very effective
17. How effective is the Conflict Management Program in this school?	1	2	3	4	5
18. How effective is Operation Aware?	1	2	3	4	5

19. a) What services are provided by Bureau Services in this school?

b) What services should be provided by Bureau Services in this school?

20. a) What services are provided by CAPE in this school?

b) What services should be provided by CAPE in this school?

21. a) What is the role of teachers in facilitating the achievement of guidance and counselling outcomes in this school?

b) How are these responsibilities identified and made known to teachers?

22. a) What assistance is being provided to increase classromm teachers' ability to identify and respond sensitively to students in this school?

b) What assistance is needed to increase classroom teachers' ability to identify and respond sensitively to students in this school?

23. a) Indicate the extent to which guidance and counselling staff in this school need assistance to develop their skills, abilities, and knowledge in the following areas:

	To a small extent				To a great extent
i. career counselling	1	2	3	4	5
ii. individual/personal counselling	1	2	3	4	5
iii. psychological test administration and interpretation	1	2	3	4	5
iv. group counselling	1	2	3	4	5
v. other guidance and counselling services	1	2	3	4	5
b) Indicate the extent to which the skills, abilities, and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned.	1	2	3	4	5

	Inadequate				Adequate
24. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist this school's staff to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed in this school?

1) at the District level

2) at the school level

25. a) What procedures and support mechanisms exist to assist school staff to deal with students who have problems.

b) What procedures and support mechanisms are needed to assit school staff to deal with students who have problems?

____

____

____

26. What guidance and counselling crisis intervention procedures are used in this school?

____

____

____

	To a small extent				To a great extent
27. To what extent are services provided by CAPE and Bureau Services integrated with guidance and counselling services in this school?	1	2	3	4	5
28. To what extent are there waiting lists for students to receive guidance and counselling services in this school?	1	2	3	4	5

29. What are the strengths of guidance and counselling services in this school.

____

____

____

30. How can the guidance and counselling services in this school be improved.

____

____

____

31. Rate the extent to which each of the following guidance and counselling services for **elementary school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop good work habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-confidence, self-esteem	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school, learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings, attitudes that affect school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

31. (Continued)

Guidance and Counselling Services For Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop awareness of world of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand how school programs, activities relate to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

31. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Realistically assess their interests, values, achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop awareness of the local community	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

32. Rate the extent to which each of the following guidance and counselling services for **elementary school teachers** are/should be implemented and the effectiveness of each service which is implemented in this school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

32. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Teachers To:															
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped & minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

32. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Elementary School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

33. Rate the extent to which each of the following guidance and counselling services for **parents of elementary school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

33. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Inef-fective			Effec-tive	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop good work habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-confidence, self-esteem - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school, learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings, attitudes that affect school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

34. (Continued)

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Elementary School Students	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Learn what the law requires, what society expects - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Gain acceptance, respect of teachers, classmates - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

34. (Continued)

Guidance and Counselling Services For Elementary School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Resolve interpersonal conflicts - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of world of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school programs, activities relate to work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, values, achievements - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop awareness of the local community - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

35. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **elementary school teachers** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Elementary School Teachers	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Maintain positive attitude toward work, students- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

35. (Continued)

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Elementary School Teachers	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Deal with specific problems in discipline, classroom management - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

35. (Continued)

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For Elementary School Teachers	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Collect accurate student information to promote student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

36. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of elementary school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Deal with their child's learning difficulties - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establich effective communication with the school staff concerning their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

36. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Obtain access to their child's student record and standardized test results - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

36. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Inform the school of the values which they would like their child to develop - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Parent Questionnaire

Elementary Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child understands his/her own strengths and weaknesses.	1	2	3	4	5
b)	Your child knows how to raise his/her own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Your child has practised skills he/she can use to develop effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Your child has practised decision making and problem solving skills he/she can use.	1	2	3	4	5
e)	Your child has learned effective strategies and study skills he/she can use to improve his/her achievement.	1	2	3	4	5

2. Rate the extent to which each of the following counselling objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child knows when and how to obtain counselling assistance.	1	2	3	4	5
b)	Your child receives effective assistance in resolving personal problems.	1	2	3	4	5
c)	Your child knows how to effectively define and resolve his/her own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

	Ineffective				Effective
3. Rate the overall effectiveness of guidance and counselling services in your child's school.	1	2	3	4	5

4. Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	To a small extent				To a great extent
5. To what extent are school guidance and counselling services available to your child?	1	2	3	4	5
6. To what extent are your child's needs for guidance and counselling services being met in your school?	1	2	3	4	5
7. To what extent are learning experiences provided in a caring environment in your child's school?	1	2	3	4	5

8. What are the strengths of guidance and counselling services in your child's school?

____

____

____

9. How could the guidance and counselling services in your child's school be improved.

____

____

____

10. Rate the extent to which each of the following guidance and counselling services for parents **of elementary school students** are/should be implemented and the effectiveness of each service which is implemented in your child's school.

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

1C. (Continued)

Guidance and Counselling Services For Parents of Elementary School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

November 5, 1985

Review of Guidance and Counselling Services

Principal Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

		To a small extent				To a great extent
a)	guidance outcomes	1	2	3	4	5
b)	counselling outcomes	1	2	3	4	5
c)	career development outcomes	1	2	3	4	5

5.	To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5
6.	To what extent do guidance and counselling services in your school conform to Alberta Education requirements?	1	2	3	4	5

		Inadequate				Adequate
7.	Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

		Ineffective				Effective
8.	Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

9. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in your school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)____

____

	To a small extent				To a great extent
10. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
11. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
12. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

13. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

	To a small extent				To a great extent
14. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
15. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5
	Very dissatis-fied				Very Satis-fied
16. Indicate your overall level of satisfaction with the junior high school Guidance program (grade 7, 8 Health and grade 9 Guidance).	1	2	3	4	5

17. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	____	____	____	____	____	____
Individual/Personal Counselling	____	____	____	____	____	____
Psychological Test Administration & Interpretation	____	____	____	____	____	____
Group Counselling	____	____	____	____	____	____

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
18. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level____

____

2) at the school level____

____

	Very dissatisfied				Very Satisfied
19. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

20. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

21. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5
22. To what extent are students needs for career development services being met?	1	2	3	4	5

	Not effective				Very effective
23. How effective is the Conflict Management Program?	1	2	3	4	5

24. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

25. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

____

____

____

____

____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 25.a) above.	1	2	3	4	5

26. What are the strengths of guidance and counselling services in your school.

____

____

____

27. How can the guidance and counselling services in your school be improved.

____

____

____

28. Rate the extent to which each of the following guidance and counselling services for **junior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Plan their education programs related to their interests, abilities, and career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about use and abuse of alcohol and drugs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work, respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Inef-fective			Effec-tive	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. Rate the extent to which each of the following guidance and counselling services for **junior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. Rate the extent to which each of the following guidance and counselling services for **parents of junior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. Continued

Guidance and Counselling Services For Parents Of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Parents To:															
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

31. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **junior high school students, junior high school teachers and parents of junior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Junior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Junior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Parents of junior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Counsellor Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students?

		To a small extent				To a great extent
a)	guidance outcomes	1	2	3	4	5
b)	counselling outcomes	1	2	3	4	5
c)	career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5
6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
7. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
8. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
9. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
10. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	To a small extent				To a great extent
11. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
12. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

	Very dissatisfied				Very Satisfied
13. Indicate your overall level of satisfaction with the junior high school Guidance program (grade 7, 8 Health and Grade 9 Guidance).	1	2	3	4	5

14. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

	To a small extent				To a great extent
a) Assisting in proper program placement of students.	1	2	3	4	5
b) Assisting students with course and program selection decisions.	1	2	3	4	5
c) Dealing with lates, attendance, and truancy.	1	2	3	4	5
d) Assisting potential drop-out students.	1	2	3	4	5

		To a small extent				To a great extent
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

15. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5

		Not At All Involved				Very Much Involved
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

16. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	______	______	______	______	______	______
Individual/Personal Counselling	______	______	______	______	______	______
Psychological Test Administration & Interpretation	______	______	______	______	______	______
Group Counselling	______	______	______	______	______	______

		Inadequate				Adequate
17. a)	To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist your to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level____

____

2) at the school level____

____

	Very dissatisfied				Very Satisfied
18. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

19. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

20. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5
21. To what extent are students needs for career development services being met in your school?	1	2	3	4	5
22. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school?	1	2	3	4	5
23. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5

	To a small extent				To a great extent
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

24. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

25. To what extent are you aware of and making use of the following external career development resources?

	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
EXTERNAL CAREER DEVELOPMENT RESOURCES	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

	Not effective				Very effective
26. How effective is the Conflict Management Program?	1	2	3	4	5

27. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

____

____

____

____

____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 27.a) above.	1	2	3	4	5

28. What are the strengths of guidance and counselling services in your school.

____

____

____

29. How can the guidance and counselling services in your school be improved.

____

____

____

30. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about use and abuse of alcohol and drugs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Learn what the law requires, what society expects	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Gain acceptance and respect of teachers, classmates	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Junior High School Students	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Keep informed about career opportunities in Alberta	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Select and enter an educational program at a post-secondary institution	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
change their school program and career goals in light of new information and changed circumstances	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Maintain positive attitude toward work, students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Evaluate student progress	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Promote personal, social adjustment of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

32. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of junior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Deal with their child's learning difficulties	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain access to their child's student record and standardized test results	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

32. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Obtain assistance from school staff to help their child with school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inform the school of the values which they would like their child to develop	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Review of Guidance and Counselling Services

Teacher Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

		To a small extent				To a great extent
a)	guidance outcomes	1	2	3	4	5
b)	counselling outcomes	1	2	3	4	5
c)	career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5

	Inadequate				Adequate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
8. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
9. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5

	To a small extent				To a great extent
10. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
11. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

	Very dissatisfied				Very Satisfied
12. Indicate your overall level of satisfaction with the junior high school (grade 7, 8 Health and grade 9 Guidance) Guidance program.	1	2	3	4	5

13. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career informatin.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5

		To a small extent				To a great extent
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

14. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

15. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	______	______	______	______	______	______
Individual/Personal Counselling	______	______	______	______	______	______
Psychological Test Administration & Interpretation	______	______	______	______	______	______
Group Counselling	______	______	______	______	______	______

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
16. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level____

____

2) at the school level____

____

	Very dissatisfied				Very Satisfied
17. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

18. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

19. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5
20. To what extent are students needs for career development services being met?	1	2	3	4	5
21. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

22. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

23. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

	Not effective				Very effective
24. How effective is the Conflict Management Program?	1	2	3	4	5

25. What are the strengths of guidance and counselling services in your school.

26. How can the guidance and counselling services in your school be improved.

27. Rate the extent to which each of the following guidance and counselling services for **junior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

27. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

27. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Senior High School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **senior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For:	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Senior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

Review of Guidance and Counselling Services

Student Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which you

		To a small extent				To a great extent
a)	understand your own capabilities, strengths and weaknesses.	1	2	3	4	5
b)	know how to raise your own self-esteem, and develop a confident and optimistic view of yourself.	1	2	3	4	5
c)	have practised skills you can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	have practised decision making and problem solving skills you can apply to your own situations.	1	2	3	4	5
e)	have learned effective strategies and study skills you can use to improve your achievement.	1	2	3	4	5
f)	have become knowledgeable about careers and have practised strategies you can use to choose careers.	1	2	3	4	5
g)	know when and how to obtain counselling assistance.	1	2	3	4	5
h)	receive effective assistance in resolving personal problems.	1	2	3	4	5
i)	know how to effectively define and resolve your own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5
j)	will have made some decisions about the kind of career you would like to pursue by the time you graduate from high school.	1	2	3	4	5
k)	know what steps you need to take after completing school to progress toward your chosen career.	1	2	3	4	5
l)	are aware of the skills needed to achieve career choices.	1	2	3	4	5
m)	demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

2. a) Who would you most likely talk with about your own problems? (Circle three only)

Friends
Sister
Cousin
Clergyman
Social Worker
Mother
Brother
Grandparent
Aunt, Uncle
Other (Specify)______________________
Father
Counsellor
Teacher
Principal

b) Why would you go to these persons for help rather than others?

____

____

____

3. Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	To a small extent				To a great extent
4. To what extent are guidance and counselling services accessible to you?	1	2	3	4	5
5. To what extent are your needs for guidance and counselling services being met?	1	2	3	4	5
6. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
7. a) To what extent are you informed about options, courses, and programs offered by the school?	1	2	3	4	5
b) To what extent are you involved in selecting options, courses, and program offered by the school?	1	2	3	4	5
8. a) To what extent are you adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs?

____

____

____

9. Have you used the following guidance and counselling services in the past year?

		Yes	No
1)	personal counselling	______	______
2)	course and program selection	______	______
3)	career counselling	______	______
4)	provision of post-secondary education information	______	______
5)	Other (specify) ______________________________	______	______

10. How long did you have to wait for the following guidance and counselling services which you used in the past year? Answer only for the services you used.

		Less Than 2 Weeks	2-3 Weeks	4-5 Weeks	More Than 5 Weeks
1)	personal counselling	______	______	______	______
2)	course and program selection	______	______	______	______
3)	career counselling	______	______	______	______
4)	provision of post-secondary education information	______	______	______	______
5)	other (specify) ____________________	______	______	______	______

11. Indicate your overall level of satisfaction with the guidance and counselling services you have used in the past year. Answer only for the services you used.

		Very dissatis-fied				Very Satis-fied
1)	personal counselling	1	2	3	4	5
2)	course and program selection	1	2	3	4	5
3)	career counselling	1	2	3	4	5
4)	provision of post-secondary education information	1	2	3	4	5
5)	Other (specify) ______________________	1	2	3	4	5

12. If you are dissatisfied with any of the guidance and counselling services, state the reasons for your dissatisfaction. Answer only for the services you used.

____

____

____

____

13. How can the guidance and counselling services in your school be improved?

14. What additional guidance and counselling services would you like offered in the school?

15. What do you like best about the guidance and counselling services in your school?

	Very dissatisfied				Very Satisfied
16. Indicate your overall level of satisfaction with the junior high school guidance program (grade 7 and 8 health, grade 9 guidance).	1	2	3	4	5

November 14, 1985

Review of Guidance and Counselling Services

Consultant School Visit Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and limitations.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in this school?

	To a small extent				To a great extent
a) Guidance outcomes.	1	2	3	4	5
b) Counselling outcomes.	1	2	3	4	5
c) Career development outcomes.	1	2	3	4	5

	Ineffective				Effective
5. How effective are the strategies used to achieve the intended results of guidance and counselling services in this school?	1	2	3	4	5

	To a small extent				To a great extent
6. To what extent are guidance and counselling services in this school consistent with the District's expectations for student learning and development?	1	2	3	4	5
7. To what extent do guidance and counselling services in this school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
8. Rate the adequacy of resources allocated to guidance and counselling services in this school.	1	2	3	4	5

	Ineffective				Effective
9. Rate the overall effectiveness of guidance and counselling services in this school.	1	2	3	4	5

10. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in this school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)____

____

11. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff in this school should be involved in each of the activities.

	To a small extent				To a great extent
a) Assisting in proper program placement of students.	1	2	3	4	5
b) Assisting students with course and program selection decisions.	1	2	3	4	5
c) Dealing with lates, attendance, and truancy.	1	2	3	4	5

		To a small extent				To a great extent
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5
12.	To what extent are guidance and counselling services accessible to all students in this school?	1	2	3	4	5
13.	To what extent are students' needs for guidance and counselling services being met in this school?	1	2	3	4	5
14.	To what extent are learning experiences provided in a caring environment in this school?	1	2	3	4	5
15.	To what extent are guidance and counselling services in this school an integral component of regular school programs and services?	1	2	3	4	5

16. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in this school.	1	2	3	4	5
b) An integral component of regular school programs and services in this school.	1	2	3	4	5
17. To what extent are students needs for career development services being met in this school?	1	2	3	4	5

18. To what extent are school staff in this school aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

	To a small extent				To a great extent
19. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

	To a small extent				To a great extent
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

20. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

	Not effective				Very effective
21. How effective is the Conflict Management Program in this school?	1	2	3	4	5

22. a) What services are provided by Bureau Services in this school?

____

____

____

b) What services should be provided by Bureau Services in this school?

____

____

____

23. a) What services are provided by CAPE in this school?

____

____

____

b) What services should be provided by CAPE in this school?

____

____

____

24. a) What is the role of teachers in facilitating the achievement of guidance and counselling outcomes in this school?

b) How are these responsibilities identified and made known to teachers?

25. a) What assistance is being provided to increase classromm teachers' ability to identify and respond sensitively to students in this school?

b) What assistance is needed to increase classroom teachers' ability to identify and respond sensitively to students in this school?

26. a) Indicate the extent to which guidance and counselling staff in this school need assistance to develop their skills, abilities, and knowledge in the following areas:

	To a small extent				To a great extent
i. career counselling	1	2	3	4	5
ii. individual/personal counselling	1	2	3	4	5
iii. psychological test administration and interpretation	1	2	3	4	5
iv. group counselling	1	2	3	4	5
v. other guidance and counselling services	1	2	3	4	5
b) Indicate the extent to which the skills, abilities, and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned.	1	2	3	4	5

	Inadequate				Adequate
27. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist this school's staff to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed in this school?

1) at the District level ______________________________

____

2) at the school level ______________________________

____

28. a) What procedures and support mechanisms exist to assist school staff to deal with students who have problems.

____

____

____

b) What procedures and support mechanisms are needed to assit school staff to deal with students who have problems?

____

____

____

29. What guidance and counselling crisis intervention procedures are used in this school?

____

____

____

	To a small extent				To a great extent
30. To what extent are services provided by CAPE and Bureau Services integrated with guidance and counselling services in this school?	1	2	3	4	5
31. To what extent are there waiting lists for students to receive guidance and counselling services in this school?	1	2	3	4	5

32. What are the strengths of guidance and counselling services in this school.

____

____

____

33. How can the guidance and counselling services in this school could be improved.

____

____

____

34. Rate the extent to which each of the following guidance and counselling services for **junior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Plan their education programs related to their interests, abilities, and career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about use and abuse of alcohol and drugs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Students	Not At All			To A Great Extent		Not At All			To A Great Extent		Inef- fective			Effec- tive	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work, respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Inef-fective			Effec-tive	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. Rate the extent to which each of the following guidance and counselling services for **junior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Junior High School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. Rate the extent to which each of the following guidance and counselling services for **parents of junior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

37. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Junior High School Students	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about use and abuse of alcohol and drugs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Learn to make decisions to achieve goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Gain acceptance and respect of teachers, classmates - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Keep informed about career opportunities in Alberta - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Understand themselves and deal with their developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Select and enter an educational program at a post-secondary institution - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
change their school program and career goals in light of new information and changed circumstances - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **junior high school teachers** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Maintain positive attitude toward work, students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

	Principal			Teacher			Counsellor			Parent			Central Services			Community		
Guidance and Counselling Services For Junior High School Teachers	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Understand individual students, their developmental needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Place students in programs suited to their needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish positive relationships with parents - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Instruct students in study skills, and values related to subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of junior high school students** in this school (obtain this infromatin from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Deal with their child's learning difficulties - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Obtain access to their child's student record and standardized test results - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Inform the school of the values which they would like their child to develop - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Parent Questionnaire

Junior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child understands his/her own strengths and weaknesses.	1	2	3	4	5
b)	Your child knows how to raise his/her own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Your child has practised skills he/she can use to develop effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Your child has practised decision making and problem solving skills he/she can use.	1	2	3	4	5
e)	Your child has learned effective strategies and study skills he/she can use to improve his/her achievement.	1	2	3	4	5
f)	Your child has become knowledgeable about careers and has practised strategies he/she can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child knows when and how to obtain counselling assistance.	1	2	3	4	5
b)	Your child receives effective assistance in resolving personal problems.	1	2	3	4	5
c)	Your child knows how to effectively define and resolve his/her own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development objectives is being achieved by your child in his/her school

	To a small extent				To a great extent
a) When your child graduates from school he/she will be able to make some decisions about the kind of career he/she would like to pursue.	1	2	3	4	5
b) Your child knows what steps he/she needs to take after completing school to progress toward his/her chosen career.	1	2	3	4	5
c) Your child is aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Your child understands his/her personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Your child demonstrates competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

	Ineffective				Effective
4. Rate the overall effectiveness of guidance and counselling services in your child's school.	1	2	3	4	5

5. Identify the characteristics you think are desirable in an effective counsellor.

	To a small extent				To a great extent
6. To what extent are school guidance and counselling services accessible to your child?	1	2	3	4	5
7. To what extent are your child's needs for guidance and counselling services being met in your school?	1	2	3	4	5
8. To what extent are learning experiences provided in a caring environment in your child's school?	1	2	3	4	5
9. To what extent are career development services available to your child.	1	2	3	4	5

	Very dissatis-fied				Very Satis-fied
10. Indicate your overall level of satisfaction with the junior high school Guidance program (grade 7, 8 Health and grade 9 Guidance).	1	2	3	4	5
11. Indicate your overall level of satisfaction with the career development services provided by the school to your child.	1	2	3	4	5

	To a small extent				To a great extent
12. a) To what extent is your child making informed choices with respect to options, courses, and programs?	1	2	3	4	5
b) To what extent is your child knowledgeable about the implications of his/her choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5
13. a) To what extent are you informed by the school about options, courses and programs for your child?	1	2	3	4	5
b) To what extent are you involved in selecting options, courses, and programs for your child?	1	2	3	4	5
14. a) To what extent is your child adequately prepared to make choices in selecting options, courses and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs for your child?

15. What are the strengths of guidance and counselling services in your school.

16. How could the guidance and counselling services in your school be improved.

____

____

____

17. Rate the extent to which each of the following guidance and counselling services for parents **of junior high school students** are/should be implemented and the effectiveness of each service which is implemented in your child's school.

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

17. (Continued)

Guidance and Counselling Services For Parents of Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Inef-fective			Effec-tive	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

Review of Guidance and Counselling Services

Principal Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students understand their own strengths and limitations.	1	2	3	4	5
b) Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e) Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f) Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students know when and how to obtain counselling assistance.	1	2	3	4	5
b) Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c) Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

		To a small extent				To a great extent
a)	guidance outcomes	1	2	3	4	5
b)	counselling outcomes	1	2	3	4	5
c)	career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5
6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
7. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
8. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

9. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in your school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)____

____

	To a small extent				To a great extent
10. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
11. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
12. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

13. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

	To a small extent				To a great extent
14. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
15. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5
16. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school?	1	2	3	4	5

	Very dissatisfied				Very Satisfied
17. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5

18. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	______	______	______	______	______	______
Individual/Personal Counselling	______	______	______	______	______	______
Psychological Test Administration & Interpretation	______	______	______	______	______	______
Group Counselling	______	______	______	______	______	______

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
19. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level ________________________________

____

2) at the school level ________________________________

____

	Very dissatisfied				Very Satisfied
20. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

21. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

22. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5
23. To what extent are students needs for career development services being met?	1	2	3	4	5

24. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

25. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

____

____

____

____

____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 25.a) above.	1	2	3	4	5

26. What are the strengths of guidance and counselling services in your school.

27. How can the guidance and counselling services in your school be improved.

28. Rate the extent to which each of the following guidance and counselling services for **senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Senior High School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Plan their education programs related to their interests, abilities, and career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about use and abuse of alcohol and drugs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All				To A Great Extent	Not At All				To A Great Extent	Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. (Continued)

Guidance and Counselling Services For Junior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. Rate the extent to which each of the following guidance and counselling services for **senior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

29. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. Rate the extent to which each of the following guidance and counselling services for **parents of senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

30. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

31. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **senior high school students, senior high school teachers and parents of senior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Senior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Parents of senior high school students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Counsellor Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5
6. To what extent do guidance and counselling services in your school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
7. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
8. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

		To a small extent				To a great extent
9.	To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
10.	To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5
11.	To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
12.	To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

13. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5

		To a small extent				To a great extent
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

14. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

15. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	____	____	____	____	____	____
Individual/Personal Counselling	____	____	____	____	____	____
Psychological Test Administration & Interpretation	____	____	____	____	____	____
Group Counselling	____	____	____	____	____	____

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
16. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level________________________________

____

2) at the school level________________________________

____

	Very dissatisfied				Very Satisfied
17. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5
18. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

19. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

20. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5
21. To what extent are students needs for career development services being met in your school?	1	2	3	4	5
22. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school?	1	2	3	4	5
23. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

24. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

25. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

26. a) List the community agencies and organizations used in your school to provide services which complement or supplement District Guidance and Counselling Services. (Guidance, Counselling and Career Development)

____

____

____

____

____

	Not effective				Very effective
b) Rate the overall effectiveness of the services provided to your school by the agencies and organizations you listed in question 26.a) above.	1	2	3	4	5

27. What are the strengths of guidance and counselling services in your school.

____

____

____

28. How can the guidance and counselling services in your school be improved.

____

____

____

29. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school students** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Senior High School Students	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

29. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Students To:																		
Learn about use and abuse of alcohol and drugs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn to make decisions to achieve goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

29. (Continued)

	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
Guidance and Counselling Services For Senior High School Students	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Gain acceptance and respect of teachers, classmates	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Keep informed about career opportunities in Alberta	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand themselves and deal with their developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

29. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Select and enter an educational program at a post-secondary institution	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
change their school program and career goals in light of new information and changed circumstances	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Maintain positive attitude toward work, students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students, their developmental needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify specific conditions that affect student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Establish positive relationships with parents	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Instruct students in study skills, and values related to subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

30. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Identify social, cultural, economic factors which influence student behavior	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

32. Indicate who should have none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of senior high school students.** Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Deal with their child's learning difficulties	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Obtain current information on learning opportunities provided at the school	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain access to their child's student record and standardized test results	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

31. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Obtain opportunities to discuss child development, problems with school staff	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Inform the school of the values which they would like their child to develop	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

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Review of Guidance and Counselling Services

Teacher Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students understand their own strengths and limitations.	1	2	3	4	5
b) Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c) Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d) Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e) Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f) Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

	To a small extent				To a great extent
a) Students know when and how to obtain counselling assistance.	1	2	3	4	5
b) Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c) Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

	To a small extent				To a great extent
a) When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b) Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c) Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d) Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e) Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in your school?

	To a small extent				To a great extent
a) guidance outcomes	1	2	3	4	5
b) counselling outcomes	1	2	3	4	5
c) career development outcomes	1	2	3	4	5

5. To what extent are guidance and counselling services in your school consistent with the District's expectations for student learning and development?	1	2	3	4	5

	Inadequate				Adequate
6. Rate the adequacy of resources allocated to guidance and counselling services in your school.	1	2	3	4	5

	Ineffective				Effective
7. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

	To a small extent				To a great extent
8. To what extent are guidance and counselling services accessible to all students in your school?	1	2	3	4	5
9. To what extent are students' needs for guidance and counselling services being met?	1	2	3	4	5

	To a small extent				To a great extent
10. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
11. To what extent are guidance and counselling services in your school an integral component of regular school programs and services?	1	2	3	4	5

12. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5

		To a small extent				To a great extent
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

13. Indicate the extent to which you are currently involved in each of the following activities.

		Not At All Involved				Very Much Involved
a)	Interviewing students regarding:					
	i. Decision making;	1	2	3	4	5
	ii. Program planning and course selection;	1	2	3	4	5
	iii. Post high school planning;	1	2	3	4	5
	iv. Program and course changes;	1	2	3	4	5
	v. Interpreting student achievement results;	1	2	3	4	5
	vi. Coping with personal situations;	1	2	3	4	5
	vii. Behavior problems;	1	2	3	4	5
	viii. Promotion and non-promotion; and	1	2	3	4	5
	ix. Student placement in programs.	1	2	3	4	5
b)	Collecting and disseminating occupational information to students.	1	2	3	4	5
c)	Conducting group discussions on program planning with staff and students.	1	2	3	4	5
d)	Conducting group discussions on personal problems with staff and students.	1	2	3	4	5
e)	Consulting with individual parents.	1	2	3	4	5
f)	Consulting with individual staff.	1	2	3	4	5
g)	Communicating student test data to teachers.	1	2	3	4	5
h)	Communicating student test data to parents.	1	2	3	4	5
i)	Preparing reports on students.	1	2	3	4	5
j)	Administering assessment tests to individual students.	1	2	3	4	5
k)	Maintaining student records.	1	2	3	4	5

14. a) What formal qualifications should guidance and counselling staff have to competently provide each of the following services:

Services	Bachelor's Degree With Less Than 3 Courses in Psychology	Bachelor's Degree With 3 or More Courses in Psychology	Graduate Diploma in Psychology	Master's Degree In Psychology	Doctorate Degree In Psychology	Other Specify
Career Counselling	______	______	______	______	______	______
Individual/Personal Counselling	______	______	______	______	______	______
Psychological Test Administration & Interpretation	______	______	______	______	______	______
Group Counselling	______	______	______	______	______	______

b) Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

	Inadequate				Adequate
15. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist you to advise students?	1	2	3	4	5

b) What additional guidance and counselling support mechanisms are needed

1) at the District level______________________________

____

2) at the school level______________________________

____

	Very dissatisfied				Very Satisfied
16. Indicate your overall level of satisfaction with the advice, assistance and leadership provided by District Guidance and Counselling Services.	1	2	3	4	5

17. How effective are District Guidance and Counselling Services in terms of providing leadership in

	Not Effective				Very Effective
a) Giving "leading edge" advice.	1	2	3	4	5
b) Recommending effective practices.	1	2	3	4	5
c) Identifying and promulgating effective practices.	1	2	3	4	5

18. To what extent are career development services:

	To a small extent				To a great extent
a) Available to all students in your school.	1	2	3	4	5
b) An integral component of regular school programs and services.	1	2	3	4	5
19. To what extent are students needs for career development services being met?	1	2	3	4	5
20. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in your school?	1	2	3	4	5

	Very dissatisfied				Very Satisfied
21. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5

	To a small extent				To a great extent
22. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

23. How does the school assist students to make choices in selecting options, courses, and programs?

____

____

____

24. To what extent are you aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES To A Small Extent				To A Great Extent	MAKING USE OF RESOURCES To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

25. What are the strengths of guidance and counselling services in your school.

____

____

____

26. How can the guidance and counselling services in your school be improved.

____

____

____

27. Rate the extent to which each of the following guidance and counselling services for **senior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

27. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

27. (Continued)

Guidance and Counselling Services For Junior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Teachers To:															
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

28. Indicate who should have none, minor, and major responsibility for providing guidance and counselling services for **junior high school teachers** in your school. Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For:	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Junior high school teachers	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 5, 1985

Review of Guidance and Counselling Services

Student Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which you

		To a small extent				To a great extent
a)	understand your own capabilities, strengths and weaknesses.	1	2	3	4	5
b)	know how to raise your own self-esteem, and develop a confident and optimistic view of yourself.	1	2	3	4	5
c)	have practised skills you can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	have practised decision making and problem solving skills you can apply to your own situations.	1	2	3	4	5
e)	have learned effective strategies and study skills you can use to improve your achievement.	1	2	3	4	5
f)	have become knowledgeable about careers and have practised strategies you can use to choose careers.	1	2	3	4	5
g)	know when and how to obtain counselling assistance.	1	2	3	4	5
h)	receive effective assistance in resolving personal problems.	1	2	3	4	5
i)	know how to effectively define and resolve your own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5
j)	will have made some decisions about the kind of career you would like to pursue by the time you graduate from high school.	1	2	3	4	5
k)	know what steps you need to take after completing school to progress toward your chosen career.	1	2	3	4	5

	To a small extent				To a great extent
l) are aware of the skills needed to achieve career choices.	1	2	3	4	5
m) demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

	Ineffective				Effective
2. Rate the overall effectiveness of guidance and counselling services in your school.	1	2	3	4	5

3. a) Who would you most likely talk with about your own personal problems? (Circle three only)

Friends
Sister
Brother
Cousin
Teacher
Aunt, Uncle
Social Worker
Mother
Father
Counsellor
Grandparent
Clergyman
Principal
Other (Specify)______________________

b) Why would you prefer to go to these persons for help rather than others?

4. Identify the characteristics you think are desirable in an effective counsellor.

	Very dissatisfied				Very Satisfied
5. Indicate your overall level of satisfaction with the Choices Program.	1	2	3	4	5

	Very dissatisfied				Very Satisfied
6. Indicate your level of satisfaction with the career development services provided to you by the school.	1	2	3	4	5

	To a small extent				To a great extent
7. To what extent are guidance and counselling services available to you?	1	2	3	4	5
8. To what extent are your needs for guidance and counselling services being met?	1	2	3	4	5
9. To what extent are learning experiences provided in a caring environment in your school?	1	2	3	4	5
10. To what extent are career development services available to you.	1	2	3	4	5
11. a) To what extent are you informed about options, courses, and programs offered by the school?	1	2	3	4	5
b) To what extent are you involved in selecting options, courses, and program offered by the school?	1	2	3	4	5
12. a) To what extent are you adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs?

____

____

____

13. a) Have you used the following guidance and counselling services in the past year?

	Yes	No
1) personal counselling	_____	_____
2) course and program selection	_____	_____
3) career counselling	_____	_____
4) provision of post-secondary education information	_____	_____
5) Other (specify) ______________________	_____	_____

b) How long did you have to wait for the following guidance and counselling services which you used in the past year? Answer only for the services you used.

	Less Than 2 Weeks	2-3 Weeks	4-5 Weeks	More Than 5 Weeks
1) personal counselling	_____	_____	_____	_____
2) course and program selection	_____	_____	_____	_____
3) career counselling	_____	_____	_____	_____
4) provision of post-secondary education information	_____	_____	_____	_____
5) other (specify) ______________	_____	_____	_____	_____

c) Indicate your overall level of satisfaction with the guidance and counselling services you have used in the past year. Answer only for the services you used.

	Very dissatis-fied				Very Satis-fied
1) personal counselling	1	2	3	4	5
2) course and program selection	1	2	3	4	5
3) career counselling	1	2	3	4	5
4) provision of post-secondary education information	1	2	3	4	5
5) Other (specify) ____________________	1	2	3	4	5

d) If you are dissatisfied with any of the guidance and counselling services, state the reasons for your dissatisfaction. Answer only for the services you used.

____

____

____

____

____

e) How can the guidance and counselling services in your school be improved?

____

____

____

f) What additional guidance and counselling services would you like offered in the school?

____

____

____

g) What do you like best about the guidance and counselling services in your school?

____

____

____

14. Rate the extent to which each of the following guidance and counselling services for **senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your school.

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Plan their education programs related to their interests, abilities, and career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about use and abuse of alcohol and drugs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

14. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Senior High School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Ineffective 1	2	3	Effective 4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

14. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

14. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

November 5, 1985

Review of Guidance and Counselling Services

Consultant School Visit Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students understand their own strengths and limitations.	1	2	3	4	5
b)	Students know how to raise their own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Students have practised skills they can use to develop and maintain effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Students have practised decision making and problem solving skills they can use.	1	2	3	4	5
e)	Students have learned effective strategies and study skills they can use to improve their achievement.	1	2	3	4	5
f)	Students have become knowledgeable about careers and have practised strategies they can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling outcomes is being achieved in your school

		To a small extent				To a great extent
a)	Students know when and how to obtain counselling assistance.	1	2	3	4	5
b)	Students receive effective assistance in resolving personal problems.	1	2	3	4	5
c)	Students know how to effectively define and resolve their own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development outcomes is being achieved in your school

		To a small extent				To a great extent
a)	When students graduate from school they have made some decisions about the kind of career they would like to pursue.	1	2	3	4	5
b)	Students know steps they need to take after completing school to progress toward their chosen career.	1	2	3	4	5
c)	Students are aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Students understand their personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Students demonstrate competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

4. To what extent are the outcomes of guidance and counselling services appropriate for students in this school?

		To a small extent				To a great extent
a)	Guidance outcomes.	1	2	3	4	5
b)	Counselling outcomes.	1	2	3	4	5
c)	Career development outcomes.	1	2	3	4	5

	Ineffective				Effective
5. How effective are the strategies used to achieve the intended results of guidance and counselling services in this school?	1	2	3	4	5

	To a small extent				To a great extent
6. To what extent are guidance and counselling services in this school consistent with the District's expectations for student learning and development?	1	2	3	4	5

	To a small extent				To a great extent
7. To what extent do guidance and counselling services in this school conform to Alberta Education requirements?	1	2	3	4	5

	Inadequate				Adequate
8. Rate the adequacy of resources allocated to guidance and counselling services in this school.	1	2	3	4	5

	Ineffective				Effective
9. Rate the overall effectiveness of guidance and counselling services in this school.	1	2	3	4	5

10. Indicate which of the following best describes how guidance and counselling services are delivered most of the time in this school.

____a) Counsellor Model A professionally trained school counsellor on staff provides most of the guidance and counselling services.

____b) Counsellor-Advisor Model A professionally trained school counsellor on staff advises and assists teachers who in turn provide guidance and counselling services to students.

____c) Teacher Model One or more classroom teachers with or without counsellor training are assigned to provide guidance and counselling services. No one else on staff is designated as counsellor.

____d) Administrator Model One or more of the school's administrators provide guidance and counselling services. No one else on staff is designated as counsellor.

____e) District Services-Program Model Guidance and counselling services are provided in the school by referral to Bureau or other District services and/or in formalized programs such as Conflict Management, and courses of instruction like Health and grade 9 Group Guidance.

____f) External Model A person from outside the District is employed by the school to provide guidance and counselling services either directly to students and/or by consultation to staff.

____g) Other (specify)____

____

11. The following list includes various duties or activities that school guidance and counselling services may perform. Indicate the extent to which you think school guidance and counselling services staff in this school should be involved in each of the activities.

		To a small extent				To a great extent
a)	Assisting in proper program placement of students.	1	2	3	4	5
b)	Assisting students with course and program selection decisions.	1	2	3	4	5
c)	Dealing with lates, attendance, and truancy.	1	2	3	4	5
d)	Assisting potential drop-out students.	1	2	3	4	5
e)	Assisting students to develop social skills.	1	2	3	4	5
f)	Assisting with student promotion decisions.	1	2	3	4	5
g)	Checking graduation requirements.	1	2	3	4	5
h)	Adjusting student timetables.	1	2	3	4	5
i)	Providing post-secondary education information.	1	2	3	4	5
j)	Providing career information.	1	2	3	4	5
k)	Helping students with low grades.	1	2	3	4	5
l)	Helping resolve student-teacher conflicts.	1	2	3	4	5
m)	Helping students with learning problems.	1	2	3	4	5
n)	Helping students with behavior problems.	1	2	3	4	5
o)	Providing group counselling.	1	2	3	4	5
p)	Giving ability, achievement and other psychological tests.	1	2	3	4	5
q)	Teaching study skills.	1	2	3	4	5
r)	Referrals of students to community agencies.	1	2	3	4	5
s)	Assisting teachers to provide guidance and counselling services.	1	2	3	4	5
t)	Teaching guidance class.	1	2	3	4	5
u)	Providing individual counselling.	1	2	3	4	5
v)	Providing school-related information to parents.	1	2	3	4	5
w)	Visiting classrooms to observe students.	1	2	3	4	5
x)	Follow-up on homework assignments.	1	2	3	4	5
y)	Providing family counselling.	1	2	3	4	5
z)	Teaching regular classes.	1	2	3	4	5

	To a small extent				To a great extent
12. To what extent are guidance and counselling services accessible to all students in this school?	1	2	3	4	5
13. To what extent are students' needs for guidance and counselling services being met in this school?	1	2	3	4	5
14. To what extent are learning experiences provided in a caring environment in this school?	1	2	3	4	5
15. To what extent are guidance and counselling services in this school an integral component of regular school programs and services?	1	2	3	4	5
16. To what extent are computerized career information systems (e.g., Choices, Career Factory) integrated with the career development or guidance program in the school?	1	2	3	4	5
17. To what extent are career development services:					
a) Available to all students in this school.	1	2	3	4	5
b) An integral component of regular school programs and services in this school.	1	2	3	4	5
18. To what extent are students needs for career development services being met in this school?	1	2	3	4	5
19. a) To what extent are students in your school adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5
b) To what extent are students in your school making informed choices with respect to options, courses, and programs?	1	2	3	4	5
c) To what extent are students in your school knowledgeable about the implications of their choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5

20. How does the school assist students to make choices in selecting options, courses, and programs?

21. To what extent are school staff in this school aware of and making use of the following external career development resources?

EXTERNAL CAREER DEVELOPMENT RESOURCES	AWARE OF RESOURCES					MAKING USE OF RESOURCES				
	To A Small Extent				To A Great Extent	To A Small Extent				To A Great Extent
a) Alberta Manpower	1	2	3	4	5	1	2	3	4	5
b) Alberta Education	1	2	3	4	5	1	2	3	4	5
c) Canada Career Week	1	2	3	4	5	1	2	3	4	5
d) Society for the promotion and advancement of career education (SPACE)	1	2	3	4	5	1	2	3	4	5
e) Canadian Employment & Immigration Commission (CEIC)	1	2	3	4	5	1	2	3	4	5
f) Chamber of Commerce	1	2	3	4	5	1	2	3	4	5
g) Professional associations	1	2	3	4	5	1	2	3	4	5
h) Post-secondary institutions	1	2	3	4	5	1	2	3	4	5

22. a) What services are provided by Bureau Services in this school?

____

____

____

b) What services should be provided by Bureau Services in this school?

____

____

____

23. a) What services are provided by CAPE in this school?

____

____

____

b) What services should be provided by CAPE in this school?

24. a) What is the role of teachers in facilitating the achievement of guidance and counselling outcomes in this school?

b) How are these responsibilities identified and made known to teachers?

25. a) What assistance is being provided to increase classromm teachers' ability to identify and respond sensitively to students in this school?

b) What assistance is needed to increase classroom teachers' ability to identify and respond sensitively to students in this school?

26. a) Indicate the extent to which guidance and counselling staff in this school need assistance to develop their skills, abilities, and knowledge in the following areas:

	To a small extent				To a great extent
i. career counselling	1	2	3	4	5
ii. individual/personal counselling	1	2	3	4	5
iii. psychological test administration and interpretation	1	2	3	4	5
iv. group counselling	1	2	3	4	5
v. other guidance and counselling services	1	2	3	4	5

b) Indicate the extent to which the skills, abilities, and knowledge of guidance and counselling staff are appropriate for the responsibilities assigned. 1 2 3 4 5

Inadequate | Adequate

27. a) To what extent are support mechanisms (e.g., inservice training, resource materials, tests, etc.) adequate to assist this school's staff to advise students? 1 2 3 4 5

b) What additional guidance and counselling support mechanisms are needed in this school?

1) at the District level ______________________________

____

2) at the school level ______________________________

____

28. a) What procedures and support mechanisms exist to assist school staff to deal with students who have problems.

____

____

____

b) What procedures and support mechanisms are needed to assist school staff to deal with students who have problems?

____

____

____

29. What guidance and counselling crisis intervention procedures are used in this school?

____

____

____

To a small extent | To a great extent

30. To what extent are services provided by CAPE and Bureau Services integrated with guidance and counselling services in this school? 1 2 3 4 5

31. To what extent are there waiting lists for students to receive guidance and counselling services in this school? 1 2 3 4 5

32. What are the strengths of guidance and counselling services in this school.

____

____

____

33. How can the guidance and counselling services in this school be improved.

____

____

____

34. Rate the extent to which each of the following guidance and counselling services for **senior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Senior High School Students	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Improve learning skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop effective study habits	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop personal characteristics and attitudes necessary to get and hold a job	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Plan their education programs related to their interests, abilities, and career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about use and abuse of alcohol and drugs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Students To:															
Adjust to new school situations	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop self-esteem, self-confidence	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn to make decisions to achieve goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with negative feelings and attitudes which affect school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn what the law requires, what society expects	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop understanding of individuals and groups	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop a positive attitude toward work; respect for dignity of work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop realistic career goals	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop positive attitude to school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Gain acceptance and respect of teachers, classmates	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Students To:															
Understand how school relates to work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn about continuing educational opportunities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learn job searching skills	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Realistically assess their interests, abilities, and achievements	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Keep informed about career opportunities in Alberta	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Help to meet people, get along, build friendships	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand themselves and deal with their developmental concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Declare their individual and human rights when these are clearly abused	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Select and enter an educational program at a post-secondary institution	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

34. (Continued)

Guidance and Counselling Services For Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Students To:															
Develop leisure time activities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Seek the help of community agencies for special concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Resolve interpersonal conflicts	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with physical developmenal concerns	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Change their school program and career goals in light of new information and changed circumstances	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Get appropriate work experience	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. Rate the extent to which each of the following guidance and counselling services for **senior high school teachers** are/should be implemented and the effectiveness of each service which is implemented in this school.

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Senior High School Teachers	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Maintain positive attitude toward work, students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand individual students, their developmental needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify specific conditions that affect student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Evaluate student progress	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Provide activities to meet student needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assess educational needs of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand special characteristics of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal with specific problems in discipline, classroom management	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
Guidance and Counselling Services For Senior High School Teachers	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Teachers To:															
Place students in programs suited to their needs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish positive relationships with parents	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Develop rules, appeal procedures which are fair to students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Understand and cope with student interests, abilities	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Integrate handicapped and minority students into mainstream	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Promote personal, social adjustment of students	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Collect accurate student information to promote student learning	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Instruct students in study skills and values related to subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

35. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Teachers To:															
Arrange and conduct productive parent conferences	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify social, cultural, economic factors which influence student behavior	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Explain the career implications of the subjects they teach	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. Rate the extent to which each of the following guidance and counselling services for **parents of senior high school students** are/should be implemented and the effectiveness of each service which is implemented in this school.

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef- fective 1	2	3	Effec- tive 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. (Continued)

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Parents To:															
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

36. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All			To A Great Extent		Not At All			To A Great Extent		Ineffective			Effective	
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Assist Parents To:															
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

37. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school students** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Improve learning skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop effective study habits - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop personal characteristics and attitudes necessary to get and hold a job - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Plan their education programs related to their interests, abilities, and career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about use and abuse of alcohol and drugs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Adjust to new school situations - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop self-esteem self-confidence - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Learn to make decisions to achieve goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with negative feelings and attitudes which affect school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn what the law requires, what society expects - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop understanding of individuals and groups - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop a positive attitude toward work; respect for dignity of work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop realistic career goals - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop positive attitude to school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Gain acceptance and respect of teachers, classmates - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand how school related to work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn about continuing educational opportunities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Learn job searching skills - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Realistically assess their interests, abilities, and achievements - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Keep informed about career opportunities in Alberta - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Help to meet people, get along, build friendships - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Understand themselves and deal with their developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Declare their individual and human rights when these are clearly abused - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Select and enter an educational program at a post-secondary institution - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop leisure time activities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seek the help of community agencies for special concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Resolve interpersonal conflicts - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with physical developmental concerns - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

37. (Continued)

Guidance and Counselling Services For Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Students To:																		
Change their school program and career goals in light of new information and changed circumstances - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Get appropriate work experience - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **senior high school teachers** in this school (obtain this information from interviews with school staff). Circle 1 (none), 2 (minor), or 3 (major) for each individual or group.

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Maintain positive attitude toward work, students- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand individual students developmental needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Identify specific conditions that affect student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Evaluate student progress - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Provide activities to meet student needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assess educational needs of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand special characteristics of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal with specific problems in discipline, classroom management - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Place students in programs suited to their needs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Teachers To:																		
Establish positive relationships with parents - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Develop rules, appeal procedures which are fair to students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Understand and cope with student interests, abilities - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Integrate handicapped and minority students into mainstream - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Promote personal, social adjustment of students - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Collect accurate student information to promote student learning - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

38. (Continued)

Guidance and Counselling Services For Senior High School Teachers	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Teachers To:																		
Instruct students in study skills, and values related to subjects they teach																		
- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Arrange and conduct productive parent conferences - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify social, cultural, economic factors which influence student behavior - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Explain the career implications of the subjects they teach																		
- Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. Indicate who **has** and **should have** none, minor, and major responsibility for providing each of the following guidance and counselling services for **parents of senior high school students.** Circle 1 (none), 2 (minor), or 3 (major) for each individual or group (obtain this information from interviews with school staff).

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Deal with their child's learning difficulties - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Deal effectively with children who have personal/social problems - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain current information on learning opportunities provided at the school - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Identify community agencies which can provide assistance in addition to what the school provides - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Establish effective communication with the school staff concerning their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsellor			Parent			Central Services			Community		
	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3	NONE 1	MINOR 2	MAJOR 3
Assist Parents To:																		
Obtain access to their child's student record and standardized test results - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain assistance from school staff to help their child with school work - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain information on school guidance and counselling programs - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain the school's help and support in providing personal guidance to their children - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Obtain opportunities to discuss child development, problems with school staff - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

39. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Principal			Teacher			Counsel-lor			Parent			Central Services			Commun-ity		
	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR	NONE	MINOR	MAJOR
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Assist Parents To:																		
Inform the school of the values which they would like their child to develop - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Discuss long term educational and career plans of their child - Has	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
- Should Have	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3

November 6, 1985

Review of Guidance and Counselling Services

Parent Questionnaire

Senior High Schools

You are being asked to complete this questionnaire as part of the review of District Guidance and Counselling Services. Please complete as many questions as you can.

1. Rate the extent to which each of the following guidance objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child understands his/her own strengths and weaknesses.	1	2	3	4	5
b)	Your child knows how to raise his/her own self-esteem, and develop a confident and optimistic view of themselves.	1	2	3	4	5
c)	Your child has practised skills he/she can use to develop effective relationships with other students and adults in and out of school.	1	2	3	4	5
d)	Your child has practised decision making and problem solving skills he/she can use.	1	2	3	4	5
e)	Your child has learned effective strategies and study skills he/she can use to improve his/her achievement.	1	2	3	4	5
f)	Your child has become knowledgeable about careers and has practised strategies he/she can use to choose careers.	1	2	3	4	5

2. Rate the extent to which each of the following counselling objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	Your child knows when and how to obtain counselling assistance.	1	2	3	4	5
b)	Your child receives effective assistance in resolving personal problems.	1	2	3	4	5
c)	Your child knows how to effectively define and resolve his/her own problems, and anticipate and minimize the occurence of difficulties.	1	2	3	4	5

3. Rate the extent to which each of the following career development objectives is being achieved by your child in his/her school

		To a small extent				To a great extent
a)	When your child graduates from school he/she will be able to make some decisions about the kind of career he/she would like to pursue.	1	2	3	4	5
b)	Your child knows what steps he/she needs to take after completing school to progress toward his/her chosen career.	1	2	3	4	5
c)	Your child is aware of the skills needed to achieve career choices.	1	2	3	4	5
d)	Your child understands his/her personal capabilities, strengths and weaknesses.	1	2	3	4	5
e)	Your child demonstrates competence in information gathering, planning, decision making, and problem solving relating to career choice.	1	2	3	4	5

		Ineffective				Effective
4.	Rate the overall effectiveness of guidance and counselling services in your child's school.	1	2	3	4	5

5. Identify the characteristics you think are desirable in an effective counsellor.

____

____

____

		To a small extent				To a great extent
6.	To what extent are school guidance and counselling services accessible to your child?	1	2	3	4	5
7.	To what extent are your child's needs for guidance and counselling services being met in your school?	1	2	3	4	5
8.	To what extent are learning experiences provided in a caring environment in your child's school?	1	2	3	4	5
9.	To what extent are career development services available to your child.	1	2	3	4	5

		Very dissatisfied				Very Satisfied
10.	Indicate your overall level of satisfaction with the career development services provided by the school to your child.	1	2	3	4	5
		To a small extent				To a great extent
11. a)	To what extent is your child making informed choices with respect to options, courses, and programs?	1	2	3	4	5
b)	To what extent is your child knowledgeable about the implications of his/her choices (e.g., meeting employment requirements, having post-secondary educational prerequisites)?	1	2	3	4	5
12. a)	To what extent are you informed by the school about options, courses, and programs for your child?	1	2	3	4	5
b)	To what extent are you involved in selecting options, courses, and programs for your child?	1	2	3	4	5
13. a)	To what extent is your child adequately prepared to make choices in selecting options, courses, and programs?	1	2	3	4	5

b) How does the school assist you to make choices in selecting options, courses, and programs for your child?

14. What are the strengths of guidance and counselling services in your child's school.

15. How could the guidance and counselling services in your child's school be improved.

16. Rate the extent to which each of the following guidance and counselling services for **parents of senior high school students** are/should be implemented and the effectiveness of each service which is implemented in your child's school.

Guidance and Counselling Services For Parents Of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Parents To:															
Deal with their child's learning difficulties	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Deal effectively with children who have personal/social problems	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain current information on learning opportunities provided at the school	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Identify community agencies which can provide assistance in addition to what the school provides	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Establish effective communication with the school staff concerning their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain access to their child's student record and standardized test results	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5

16. (Continued)

Guidance and Counselling Services For Parents of Senior High School Students	Extent To Which The Service Is Currently Implemented					Extent To Which The Service Should Be Implemented					Effectiveness Of The Service, If Implemented				
	Not At All 1	2	3	To A Great Extent 4	5	Not At All 1	2	3	To A Great Extent 4	5	Inef-fective 1	2	3	Effec-tive 4	5
Assist Parents To:															
Obtain assistance from school staff to help their child with school work	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain information on school guidance and counselling programs	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain the school's help and support in providing personal guidance to their children	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Obtain opportunities to discuss child development, problems with school staff	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Inform the school of the values which they would like their child to develop	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Discuss long term educational and career plans of their child	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5